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ABSTRACT

Strategies for promoting faculty renewal are discussed in proceedings of the 1986 National Conference on Professional and Personal Renewal for Faculty. Included is an introduction by Ronald D. Simpson, a keynote speech by John W. Gardner and an address on academic culture by Peter Seldin. Summaries of 47 papers are provided, including the following: "Pressures of the Professoriate: A National Study of Faculty Stress and Coping" (Walter Gmelch); "Lesson Number One: Begin with the Faculty" (Thomas J. Trebon, Joyce Smith, Marilyn Rigby); "Santa Clara's Do It Yourself Faculty Development Program" (Elizabeth Moran); "Faculty Wellness: The Ultimate Personal Renewal" (Douglas M. Semenick); "Bridging the Gap in Human Relations" (Katheryn Davis, Lettie Lockhart, Peggy Cleveland); "Professional Renewal of Faculty through Redirected Efforts" (Merl Baker); "Renewal through Alternative Teaching?" (George C. Helling, Barbara B. Helling); "Renewal across the Ranks: Programs to Develop Junior Faculty and to Revitalize Senior Faculty" (Linda L. Dolive, Lyle A. Gray); "Support and Renewal for Part-Time Faculty: Some Modest Proposals" (Michael E. Siegel); "A Model for Professional Development" (Kay Herr); "Financial Planning for Faculty" (Ted Ridlehuber); "COPROF: A Cooperative Program for the Professional Renewal of Faculty" (Joyce T. Povlacs, Ted E. Hartung, Daniel W. Wheeler); "Motivating Experienced Faculty: (Alias: How to Spark an Aging Staff)" (Judy-Arin Krupp); "Career Transitions: An Opportunity for Personal and Professional Renewal" (Joel Zimbelman); "A Model for Renewal and Dissemination of Teaching Excellence" (Harvey J. Brightman, Gordon Harwood, Yezdi Bhada); "A Study of the Relationship between Perceived and Reported Supervisory Intervention Behavior and Faculty Job Satisfaction" (Constance Havird Skalak); "Faculty Renewal: A Review of Research Studies" (Moon K. Chang); "The UGA Model: A Panel" (Ronald D. Simpson, William K. Jackson, James F.

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NATIONAL CONFERENCE ON PROFESSIONAL AND PERSONAL RENEWAL FOR FACULTY

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Preface

Several years ago a group of senior faculty at The University of Georgia met with staff of the University's Office of Instructional Development to discuss ways of promoting faculty renewal on our campus. From that meeting developed plans for an annual renewal conference to "kick-off" the academic year at Georgia. The overwhelming success of this effort to renew faculty at The University of Georgia led to our plans for a national conference focusing on strategies for promoting faculty renewal. Although meetings of national organizations such as the American Association for Higher Education and the Professional and Organizational Network, have included sessions dealing with efforts to help faculty achieve renewal we felt the time had come for a meeting at which this important concern was the central focus.

Dr. Peggy Heim of TIAA/CREF and Dr. Ted Marchese of AAHE provided valuable assistance to us in our efforts to make our plans for a national conference a reality. With the endorsement of these two organizations we were able to approach potential funding sources for help in underwriting the costs of the conference. Citizens and Southern National Bank recognized the importance of encouraging renewal among college and university faculty and made a generous contribution in support of the national conference.

Springtime Atlanta in the midst of its annual Dogwood Festival provided the ideal backdrop for a conference highlighting renewal. John Gardner's remarks to open the conference touched everyone present in a significant way, and Peter Seldin's talk on the academic culture stimulated much thought.

The consensus of the conference participants at the closing session was that efforts should be made to continue the dialogue which the conference initiated. We are investigating several ways of accomplishing this goal. In the meantime, these proceedings will provide an excellent overview of faculty renewal efforts underway throughout the country.

James F. Calhoun
William K. Jackson
Ronald D. Simpson
Conference Co-Chairs

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TOWARDS A DEFINITION OF FACULTY DEVELOPMENT AND RENEWAL

Teaching and research are activities requiring large amounts of emotional and creative energy. Before scholarly productivity can be maximized, an environment that meets the professional and personal needs of faculty and staff is imperative. Any conscious effort, therefore, of an institution or unit within the institution to address the needs of its faculty members can be aptly defined as "faculty development" or "faculty renewal." During the 1970s several faculty development programs were established across the country. At the root of many of these programs, however, were attempts to deal with emerging negative factors such as financial cutbacks and faculty retrenchment. A significant number of these programs were financed by external funds or "soft money," and by the end of the decade many of these first generation programs had been discontinued.

At The University of Georgia initiatives labeled "instructional development," and "faculty renewal" have taken a form different from many of the earlier programs. The establishment of the Office of Instructional Development was effected by a gradual, thoughtful process that did not reach full proportions until 1981, a full decade behind the earliest units of that kind. This unit at Georgia has been unique in that since its early conception there has been strong support both from the senior administration and from the faculty. The original budget was lined in as part of the University's instructional budget with the Director reporting directly to the Vice President for Academic Affairs, the University's senior vice president. There have been no hidden agendas and the office has been able to approach its task in an open, creative manner.

Perhaps the most unique characteristic of this unit has been its adoption of an institutional model for addressing instructional improvement. The approach has embodied a positive posture wherein environmental factors important to the well-being of faculty have been addressed. Within this model there has been the freedom to create new activities and to test novel programs. From this approach have emerged many initiatives that are both bold and refreshing within academe.

Faculty renewal at The University of Georgia signifies, therefore, a positive attempt to improve the quality of both the professional and personal lives of the faculty. Rather than taking the position of "what will we do with all these people?" the approach has been "how would we make it without them?" So, in the 1980s at The University of Georgia, the older term "faculty development," which earlier possessed at least some negative connotations, has been transformed into a positive activity. Faculty renewal has come to mean those things, both personal and institutional, we do to stay current, refreshed, and to be happy in our work.

Ronald D. Simpson, Director
Office of Instructional
Development

REMARKS

John W. Gardner
Independent Sector
Washington, DC

I'm going to make a special effort to be brief. As teachers you surely remember the comment of a contemporary on the philosopher Josiah Royce of Harvard that "Royce finds lecturing the easiest form of breathing." I hope not to be so characterized.

When the sponsors of this program asked me to talk about personal and professional renewal, they came to me on my own ground. George Bernard Shaw said that if a man has anything to tell in this world, the difficulty is not in getting him to tell it but in preventing him from telling it too often.

But I'm not going to talk to you as an expert. Many of you know as much about renewal as I do. And anyway, I'm not young enough to know everything. Let me just speak to you as another human being talking of things we all experience.

I once wrote a book called Self-Renewal that deals with the decay and renewal of societies, organizations and individuals. I explored the question of why civilizations die and how they sometimes renew themselves, and the puzzle of why some men and women go to seed while others remain vital all of their lives. It's the latter question that I shall deal with tonight.

What's at stake is not only your own personal growth but the creativity of our society. Our society gives individuals a chance to be what they can be. It gives our institutions, profit and nonprofit, a chance to be dynamic.

But institutions don't make themselves dynamic. The process starts with individuals. It starts with you. I know that you as an individual are not going to seed. But the person seated on your right may be in fairly serious danger.

We've all seen men and women, even ones in fortunate circumstances with responsible positions, who seem to run out of steam before they reach life's halfway mark.

One must be compassionate in assessing the reasons. Perhaps life just presented them with tougher problems than they could solve. It happens. Perhaps something inflicted a major wound on their confidence or their pride. Perhaps they were pulled down by the hidden resentments and grievances that grow in adult life, sometimes so luxuriantly that, like tangled vines, they immobilize the victim.

I'm not talking about people who fail to get to the top in achievement. We can't all get to the top, and that isn't the point of life anyway. I'm talking about people who have stopped learning or growing or trying.

We can't write off the danger of staleness, complacency, growing rigidity, imprisonment by our own comfortable habits and opinions.

Look around you. How many people whom you know well are already trapped in fixed attitudes and habits. A famous French writer said "There are people whose clocks stop at a certain point in their lives." I could without any trouble name a half dozen national figures resident in Washington, D. C., whom you would recognize, and could tell you roughly the year their clock stopped. I won't do it because I have to go back and live in that town.

We have to face the fact that most men and women out there in the world of work are more stale than they would care to admit, and more deeply bored than they know. They are just plodding along, going through the motions. I don't deride that. Life is hard. Just to keep on keeping on is sometimes an act of courage. But I do worry about undiscovered gifts, about men and women functioning far below their level of potential. Some are saved by job reassignment or promotion, by moving to a new town or by other alterations in their lives. The rest just ease along, partly awake.

The myth of Sisyphos has lingered in many distinguished minds. He was, of course, the mythical figure condemned by the gods to roll a large stone up a mountain only to have it slip from his grasp as he reached the top and roll back down again, so that he had to repeat the performance through all eternity. The French writer, Albert Camus remarked that Sisyphos was basically a happy man and I don't resist the notion. Life is endless trying and the human organism is well designed to deal with it--though we're also designed to grumble volubly in the process. In the case of Sisyphos I don't worry about the hard work and recurrent failure. That's life. I worry about his learning curve. The mountain may have been steep, but after the first hundred ascents his learning curve must have been as level as the Bonneville Salt Flats.

I recognize that there are some who are quite happy with a kind of daytime somnambulism in their working life, but my observations over a lifetime convince me that most people enjoy learning and growing. And many are clearly troubled by the self-assessments of midcareer. Yogi Berra says you can observe a lot just by watching, and I've watched a lot of midcareer people. I can tell you that many have second thoughts about the path they've traveled. Did I waste my life? Did I climb the wrong mountain? Did I give what was in me to give? How many times I have heard those questions from people in their middle years!

But if we are conscious of the danger of going to seed, we can resort to countervailing measures. You don't need to run like an unwound clock. And if your clock is unwound, you can wind it up again. You can stay alive in every sense of the word until you fail physically. A few of you may feel that that just isn't possible for you, that life has trapped you. But you don't know.

I pointed out in my book Self-Renewal that we build our own prisons and serve as our own jailkeepers. But if we build the prisons ourselves, we can tear them down ourselves. Individuals who remain vital have learned not to be imprisoned by fixed habits, attitudes and routines.

You may want to start with the crucial business of self-knowledge. Among your obligations, you have an appointment with yourself. You have a task of self-discovery, of understanding the breadth and depth of your own gifts and perceptions and potentialities. Josh Billings said, "It's not only the most difficult thing in the world to know oneself, but the most inconvenient too."

It's sad but true that most men and women go through life only partially aware of the full range of their capacities. Self-knowledge, the beginning of wisdom, is ruled out for many people by the increasingly effective self-deception they practice as they grow older. By middle age many of us are accomplished fugitives from ourselves.

There's a surprising down-to-earth usefulness in learning not to lie to yourself.

Don't accept the conventional notion that learning is for young people. In a piece I wrote for Reader's Digest not long ago I gave what seemed to me a particularly interesting true example of renewal. The man in question was fifty-three years old. Most of his adult life had been a losing struggle against debt and misfortune. In military service he received a battlefield injury that denied him the use of his left arm. And he was seized and held in captivity for five years. Later he held two government jobs, succeeding at neither. At fifty-three he was in prison--and not for the first time. There in prison, he decided to write a book, driven by Heaven knows what motive--boredom, the hope of gain, emotional release, creative impulse, who can say? And the book turned out to be one of the greatest ever written, a book that has enthralled the world for over 350 years. The prisoner was Cervantes, the book Don Quixote.

I understand it when people in their forties or early fifties tell me they're too old to change. I held a similar view at that time in my life. When I was fifty-two I was president of a major foundation and author of two bestselling books, and I assumed--not unreasonably I think--that the toughest learning experiences of my life were behind me. How wrong I was! Ahead of me lay the grueling experience of being Secretary of Health, Education and Welfare, and then at fifty-eight years of age the improbable adventure of starting a citizens movement. Both were what I call head-over-heels learning experiences. We love to tell young people the orderly way in which we decided we had to learn something and then learned it. But the really great learning experiences are anything but orderly. You're like a very small boy in a very big wave.

If we're willing to learn the opportunities are everywhere. You may remember the American mother showing her daughter the statue of the Venus de Milo in the Louvre and saying "That'll teach you not to bite your fingernails." Lessons everywhere!

Recognize that life has a lot of chapters and that you have within you resources and possibilities that you cannot now know or perhaps even guess at. I discovered new dimensions of my own abilities in my thirties, forties and even in my fifties. Perhaps that just means I'm a slow learner, but I suspect it happens to a lot of us.

As the years pass, you grow beyond the stage of having to win merit badges. You don't have to keep up with the Jones'. You can achieve the simplicity that lies beyond sophistication.

Now let me shift the focus a bit. The nature of one's personal commitments is a significant factor in renewal, so let me say a word on that subject.

I once lived in a house where I could look out a window as I worked at my desk and observe a small herd of cattle browsing in a neighboring field. And I was struck with a thought that must have occurred to the earliest herdsmen tens of thousands of years ago. You never get the impression that a cow is about to have a nervous breakdown. Or puzzling about the meaning of life.

Humans have never mastered that kind of complacency. We are worriers and puzzlers, and we want meaning in our lives. I'm not speaking idealistically; I'm stating a plainly observable fact about men and women. It's a rare person who can go through life like a homeless alley cat, living from day to day, taking its pleasures where it can and dying unnoticed.

That isn't to say that we haven't all known a few alley cats. But it isn't the norm. It just isn't the way we're built.

As Robert Louis Stevenson said, "Old or young, we're on our last cruise." We want it to mean something.

For many this life is a vale of tears; for no one is it free of pain. But we are so designed that we can cope with it if we can live in some context of meaning. Given that powerful help, we can draw on the deep springs of the human spirit to bear with the things we can't change, to see our suffering in the framework of all human suffering, to accept the gifts of life with thanks and endure life's indignities with dignity.

In the stable periods of history, meaning was supplied in the context of a coherent community and traditionally prescribed patterns of culture. On being born into the society you were heir to a whole warehouse full of meanings. Today you can't count on any such patrimony. You have to build meaning into your life, and you build it through your commitments--whether to your religion, to an ethical order as you conceive it, to your life's work, to loved ones, to your fellow humans. Young people run around searching for identity, but it isn't handed out free any more--not in this transient, rootless, pluralistic society. Your identity is what you've committed yourself to.

It may just mean doing a better job at whatever you're doing. There are people who make the world better just by being the kind of people they are--and that too is a kind of commitment. They have the gift of kindness or courage or loyalty or integrity. It matters very little whether they're behind the wheel of a truck or running a country store or bringing up a family.

We tend to think of youth and the active middle years as the years of commitment. As you get a little older, you're told you've earned the right to think about yourself. But that's a deadly prescription! People of every age need commitments beyond the self, need the meaning that commitments provide. Self-preoccupation is a prison, as every self-absorbed person finally knows. Commitments to larger purposes can get you out of prison.

Now I've discussed renewal at some length, but it isn't possible to talk about renewal without touching on the subject of motivation. Someone defined horse sense as the good judgment horses have that prevents them from betting on people. But we have to bet on people--and I place my bets more often on high motivation than on any other quality except judgment. There is no perfection of techniques that will substitute for the lift of spirit and heightened performance that comes from strong motivation. The world is moved by highly motivated people, by enthusiasts, by men and women who want something very much or believe very much.

I'm not talking about anything as narrow as ambition. After all, ambition eventually wears out and probably should. But you can keep your zest until the day you die.

Another significant ingredient in motivation is one's attitude toward the future. Optimism is unfashionable today, particularly among intellectuals. Everyone makes fun of it. Someone said, "Pessimists got that way by financing optimists."

But I am not pessimistic and I advise you not to be. As the fellow said, "I'd be a pessimist but it would never work."

Performance is profoundly influenced by one's sense of what is possible. It was once considered physically impossible to run the mile in four minutes. When Roger Bannister broke that time barrier, he also destroyed the mental barrier and two others ran below four minutes within a matter of months. In learning situations, the attitude of people toward what is possible for them goes by the name of confidence (or lack thereof). And as everyone knows, people are at considerable advantage if they believe in themselves.

When I was Secretary of Health, Education and Welfare, I was conversing with Martin Luther King after a seminar on education. The black woman leading the seminar had entitled her talk "First, Teach Them to Read." King commented to me that he agreed in principle but added "For our children, there's one thing more important. First teach them to believe in themselves." Of course his remark wasn't at odds with the woman's topic. She might help them to believe while teaching them to read.

Renewal, like learning, tends to occur more readily in those who have a positive attitude toward the future. If not optimists, they are akin to that breed.

Americans used to be famous for their optimism. We thought everything was possible, that there was a solution to every problem, that nothing could ever really go wrong for

America. Now a lot of Americans are afflicted with a deep pessimism, even despair.

I can tell you that for renewal, a tough-minded optimism is best. The future is not shaped by people who don't really believe in the future. Men and women of vitality have always been prepared to bet their futures, even their lives, on ventures of unknown outcome. If they had all looked before they leaped, we would still be crouched in caves sketching animal pictures on the wall.

But I did say tough-minded optimism. High hopes that are dashed by the first failure are precisely what we don't need. We have to believe in ourselves, but we mustn't suppose that the path will be easy. It's tough as hell. Life is painful, and rain falls on the just; and Mr. Churchill was not being a pessimist when he said, "I have nothing to offer, but blood, toil, tears and sweat." He had a great deal more to offer, but as a good leader he was saying it wasn't going to be easy, and he was also saying something that all great leaders say constantly--that failure is simply a reason to strengthen resolve.

We cannot dream of a Utopia in which all arrangements are ideal and everyone is flawless. That is a dream of death. Life is tumultuous--an endless losing and regaining of balance, a continuous struggle, never an assured victory.

Nothing is ever finally safe. Every important battle is fought and re-fought. We need to develop a resilient, indomitable morale that enables us to face those realities and still strive with every ounce of energy to prevail.

Now, having spoken of the importance of confidence in your own life, let me speak of your role in giving confidence to others--because after all you don't just want to renew yourselves, you want to help others toward renewal. "It's better to be lost than to be saved all alone."

So what I want to say to you is this: In many relationships, the confidence you have in others will in some degree determine the confidence they have in themselves. In leading, in teaching, in dealing with young people, in all relationships of influencing, directing, guiding, helping, nurturing, the whole tone of the relationship will be conditioned by your faith in human possibilities. That is the generative element, the source of the current that runs beneath the surface of such relationships when they are working as they should.

For my part, I couldn't have done the things I've done in this life without that faith. I couldn't speak as I'm speaking now without that faith. Forgive me if I put it in terms of my own deepest beliefs, which have religious roots: I know that each of you has within you more power to do good than you have ever used, more faithfulness than has ever been asked of you, more strength than has ever been tested, more to give than you have ever given.

So I come back to the relationship you have to others with whom you are working.

In the conventional model people want to know whether the followers believe in the leader. I want to know whether the leader believes in the followers. And I want to know the same when the activity is not leading but teaching, counseling, advising, helping, guiding, nurturing.

William James said that just as our courage is often a reflex of another's courage, so our faith is often a faith in someone's else's faith. When you're engaged in any of these activities, let the faith begin with you.

ACADEMIC CULTURE

Peter Seldin
Professor of Management
Pace University

I'd like to approach the issue of professional and personal renewal from an organizational perspective and focus on academic culture. It is an important topic because it relates to every college and university.

I think we would all agree that colleges and universities--like individuals--have unique personalities. The institution's personality is known as its academic culture. It is the unspoken language that tells administrators, faculty, staff and students what is important, what is unimportant, and how they are expected to do things. Loosely defined, academic culture is the amalgam of beliefs, mythology, values and tones that--even more than its students and faculty--sets one institution apart from another. Academic culture is a term that describes rather than evaluates. By that I mean that it is concerned with people's perception of the college or university, not whether they like it or not.

Let me give you a few examples:

.At some institutions, the department chair is given considerable authority and responsibility. But at others, the chair is simply a figurehead.

.At some institutions the faculty is pressed to do extensive research and publication. At others, involvement in research and publication is regarded much more casually.

© Peter Seldin

.At some institutions, administrators provide a high degree of warmth and support to faculty. But at others, the faculty is perceived as an adversary.

If you ask colleges and universities to describe themselves, most will use similar glowing phrases. Just look at their brochures and catalogs. Virtually every institution reports that it is fervently dedicated to its students, ethical beyond a fault, eminently fair to faculty and staff, a good neighbor in its community, beloved by its students, and admired by its competitors. But this idealized self-portrait is open to challenge by those with a different perspective. And--more to the point--it doesn't relate to the subtle, intangible aspects of an institution's academic culture.

To sharpen the focus on this topic, I'm going to describe two quite different institutions--we'll call them college "A" and college "B." By design, they represent opposite ends of a continuum. Most institutions, of course, will fall somewhere in between.

Let's turn first to college "A." Most professors at college "A" feel largely negative toward their institution. They feel that their hard work and seriousness of purpose are neither recognized nor rewarded. They complain about the absence of administrative support for faculty needs. They experience frequent conflict and bitter disagreement between academic departments.

The professors are angry and hurt that no one asks for their opinion about important campus issues. The vast majority of faculty share these feelings. As a result, they have become increasingly reluctant to give that extra little bit in their teaching, research, and service. In short, many of them just don't give a damn anymore.

Now, let's contrast that sad situation with the lot of professors who teach at college "B," an institution that--I'm happy to report--is the equivalent of academic nirvana. Professors at college "B" are enthusiastic and positive in their feelings about their institution. They experience an environment in which cooperation and mutual support among colleagues is commonplace. They feel that their intensive effort as teachers, researchers, and members of committees is genuinely appreciated. They know it is rewarded. They believe--with justification--that they are actively involved in campus decisions that matter. The vast majority of professors at college "B" have these feelings, and because they do, they willingly put in the additional time and energy necessary to excel in their work.

It would be deceptively easy to attribute the difference between the performance of professors at college "A" and college "B" to contrasting pay schedules, to the size of the institution, or to personality differences. But, in truth, when examined closely, these differences disappear as critical factors. What remains is the key ingredient that accounts for the difference in the attitudes and performance of professors at the two colleges. What remains is their vastly different academic cultures.

Since academic culture is so important, the obvious question becomes, can we get an accurate picture of it? The answer is, yes. From the research literature and from experience, we know some of the key characteristics that reflect the academic culture of a college or university. Let me mention eight important factors and raise a key question or two in order to clarify each. As we review them, I'd like you to think hard about these factors as they relate to your own institution. It is important, though, that you disregard your biases. It is important that you try not to evaluate. Instead, just consider what is.

1. The first characteristic that reflects academic culture is support. What degree of warmth and support do administrators and faculty give to each other? And how much warmth and support is given by faculty members to students?

2. The second factor is quality of personnel. The key question here is: To what degree do administrators, faculty, staff and students have confidence in the integrity and competence of each other?

3. Reward for performance follows. To what degree is recognition and reward for excellent performance by administrators or faculty based on clearly understood criteria, standards and evidence?

4. Communication pattern is the fourth characteristic. The question here is: To what degree does complete, accurate, and meaningful information flow up, down, and across the institution?

5. Decision-making process is the fifth characteristic. What degree of genuine consultation and collaboration exists in the decision-making process? How involved in important institutional decision-making are faculty members, students?

6. The sixth characteristic is conflict tolerance. What degree of conflict exists among faculty? Between faculty and administrators? And how willing are people to be open and honest about these conflicts?

7. Identity is important. To what degree do faculty and students identify with the entire institution rather than with their own school or department or discipline.

8. The last characteristic is sense of community. To what degree do members of the college feel a sense of family, a sense of oneness? and to what extent do they feel a sense of genuine sharing and caring about each other?

This last characteristic of academic culture--sense of community--is one of the most important of all because it is a global or summary factor. It emerges from the bottom of the funnel only after the other characteristics have gone into the top. If you want to take a quick measure of the academic culture of an institution, ask the first ten people you see on the campus this question: How would you describe the sense of community at this college or university?

Each of these eight areas is a continuum in which the academic culture of an institution can be seen. When taken together, they give a reasonably good picture of the institution. That picture will be given additional clarity if you do two other things.

First, pay attention to how your college or university greets outsiders. Some institutions strive to be warm and friendly to visitors. But others simply ignore visitors and pretend that they are not there. I saw this first-hand last year when my wife and I were visiting colleges with our middle child, who was then a senior in high school. One factor that we used to separate institutions was what we called the "warmth factor." It was simply a count of the number of people--students, faculty, or administrative staff--who made eye contact with us or smiled as we took our campus tour. I can tell you that there was considerable variation among the institutions. The numbers ranged from just two people at one school to more than twenty at another. The warmth factor is not a scientific measure, of course, but it serves as a useful reflection of an institution's academic culture.

The second thing that you can do is to talk to a variety of different people on and around the campus. I'd suggest that you talk to present and former students, consult with academic competitors, and question key members of the community. The collective view of these people will be quite revealing and will provide a far more depthful and accurate view of your institution than is found in the flowery phrases and four-color photographs seen in campus brochures.

You might say, why go through all this effort? How important really is the information that will emerge? In my view, it is vital. The reason I say this, is that--in my experience--it is of the greatest importance for campus administrators and faculty members to take a long and hard and honest look at the academic culture in their institution. If they do--and only if they do--can they understand and improve their institutional condition.

Not surprisingly, the characteristics of academic culture, like the characteristics of an individual's personality, are quite stable and durable over time. For example, a research-oriented administration tends to remain so year after year. An autocratic college president does not seem to mellow over the years. A kind of cultural rigor mortis sets in and resists change.

It is important to recognize that a great many campus administrators were selected for their high positions because their ways of doing things were in harmony with the ways of their superiors. This kind of promotion-from-within policy has the obviously laudable aspect of providing an incentive to faculty and administrators to work hard to achieve promotion. But it also has a negative aspect. When an individual spends twenty years in an institution and is appointed the new academic vice president, it is a reasonably safe bet that the academic culture of that institution will go on unchanged. When that happens, the usual result is academic stagnation, even decline.

But things don't have to be this way. There are some important, ongoing safeguards for institutions to encourage the process of revitalization. Today, we know some of the rules for renewing academic culture. A few which were suggested [in the keynote address] by John Gardner, I have adapted to higher education. The others are suggested by practical experience.

First, institutions of higher education must encourage a climate of intellectual freedom in which hard, uncomfortable questions can be asked, a climate in which people are encouraged to speak their minds without fear of losing their jobs.

Second, colleges and universities must actively diminish the influence of vested interests that grow like barnacles in institutions. Such vested interests operate at every level: student, faculty, administrative staff. Every change threatens someone's privileges, someone's authority, someone's status. There can be no doubt that breaking up vested interests is difficult and time-consuming. But people must learn that the parts are subordinate to the whole, that the success of the whole means the success of all of the parts.

Third, colleges and universities must have a good program for the recruitment and development of talent. Since people are the ultimate source of renewing academic culture, there must be a steady influx of capable and highly motivated people into the institution. Equally important, there must be an effective, ongoing program of career development.

Fourth, since academic institutions run on motivation, on morale, on conviction, people have to learn to care. They must believe--with justification--that their individual efforts mean something special to their college or university.
An important part of this is treating all members of the academic community with respect and dignity. But it must be more than a slogan. It must be the real thing. It must come to life in the styles and values of the institution. In short, it must be an integral part of its academic culture.

Fifth, colleges and universities must work harder at building a strong bonding among members of the campus community. The sad truth is that at many institutions, the faculty, the administration, and the students look at each other as adversaries, engaged in a continuing struggle. Trust is often in short supply. So is institutional loyalty. Breaking down this lack of understanding and trust among various campus groups is slow, painful work. It means reaching out to others. It means knowing that some of your efforts will probably fail. Creating a true campus community is admittedly difficult. But it can be done. We know the essential building blocks. They are open communication, honesty, integrity, and a shared sense of purpose.

What it comes down to is this: If we want to renew the academic culture of our college or university, we must take these difficult steps. We simply have no choice. Many of you will be skeptical. Some will say, we could never do it on our campus. Others will say, we tried some of these things before and they didn't work. Still others of you will say, the vested interests on our campus are just too strong. Why should we bother to fight them?

To those of you who say those things, let me recall the wisdom of Dr. Benjamin E. Mays, the former president of Morehouse College here in Atlanta:

> It must be born in mind [he said] that the tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach.
>
> It's not a disaster to be unable to capture your ideal. But it is a disaster to have no ideal to capture.
>
> It's not a disgrace not to reach the stars. But it is a disgrace to have no stars to reach for.

Each of the colleges and universities represented at this conference has a star to reach for. It is the shining star of academic renewal.

PRESSURES OF THE PROFESSORIATE: A NATIONAL STUDY OF FACULTY STRESS AND COPING

Walter Gmelch

This session presented the findings of the National Faculty Stress Research Project at Washington State University. The project was undertaken to 1) identify job situations perceived by faculty as most stressful; 2) group these stressful job situations into interpretable factors; 3) search for significant relationships between perceived stress and personal and professional factors such as academic discipline, rank, tenure, and age; and 4) identify strategies for faculty to cope with stress. This national study has been replicated, utilizing the Faculty Stress Index, in a number of European and Middle Eastern countries.

LESSON NUMBER ONE: BEGIN WITH THE FACULTY

Thomas J. Trebon
Joyce Smith
Marilyn Rigby

Often, faculty development activities are conceived, planned, initiated, implemented, and evaluated, in the main, by academic administrators. There is only limited involvement of faculty, except as participants upon which the development activities will descend. The programs are often designed, or at least perceived so, to be in reaction to deficiencies and/or difficulties within the faculty. At times the activities are viewed as forced upon the faculty, as a means of changing an institution/department/program/curriculum "from the top down," and as "summative" in terms of evaluation. Too often they do not include faculty to any great degree in assessing what are the needs of the faculty and/or the institution/department/program/curriculum; whether or not problems, concerns, or deficiencies exist; what should be the specific faculty development projects and activities; who should be the participants; what should be the mode of operation; and how should one assess the results.

This panel presented an alternative approach which has proven successful in, not only the initial faculty development activities, but also in fostering and leading to a number of additional "windows of opportunity" for faculty. The panel argued that the first lesson to be learned concerning faculty development is that successful programs should begin with extensive involvement of the faculty in the program's initiation, development, and implementation activities. While involved as participants--and often spectators--in faculty development projects, faculty are not so often intimately involved as initiators, planners, presenters, implementers, or evaluators. While academic administrators (presidents, vice presidents, deans) also need to be involved in the entire process, the direct involvement of the faculty whose development is the "object" of the exercise needs first priority.

The panel presented both a successful process of initiating, implementing, and evaluating a faculty development program and a number of the major features of that program as it has come to be at Rockhurst College. Both the process of establishment of the program and the program features themselves serve as models for other four-year, liberal arts, medium size, independent institutions. We discussed the initial steps which led to the first faculty development project at Rockhurst College, in recent years that of Presidential Grants. These were faculty initiated, designed, and (for the most part) implemented efforts. Faculty have been directly involved from the beginning in designing, implementing, and assessing the program. Academic administrators are involved secondarily (but importantly), especially in securing adequate funding. We presented a history of the evaluation of the Presidential Grants program, as faculty members came to grips with such difficulties as making sure good applications would come forward; providing feedback on proposals to presenters; assessing the impact of the grants on faculty, students, curriculum, departments, programs, and the institution; and maintaining visibility of the program over the years. We charted the major changes in the process, especially the development of greater maturity and sophistication of the process and project itself. A report on the number, topics, type, and funding of specific projects was provided, in addition to a formal description of the process today.

Finally, we indicated the ways in which this original project has opened up "windows of opportunity" for other faculty development projects. The initial efforts have led directly to such important and ongoing faculty development activities as sabbaticals, brown-bagger presentations, faculty colloquia, twice yearly workshops for faculty and administrative staff, increased involvement in professional associations and activities, increased attendance and participation in conferences, some increase in scholarly research and publication, increased availability of assistance for grant related projects, and increased support for scholarship generally. As a result of the faculty led and supported efforts and continued strong support from academic administrators, faculty development efforts at Rockhurst College have grown and been sustained as a most important part of the academic life of the College.

SANTA CLARA'S DO-IT-YOURSELF FACULTY DEVELOPMENT PROGRAM

Elizabeth Moran

In the spring of 1978 an ad hoc faculty committee recommended the establishment of an Office for Faculty Research and Renewal. President William Rewak, S. J., created a position which combined these two functions with that of Graduate Fellowships and appointed Professor Elizabeth Moran as Director of Graduate Fellowships, Faculty Research and Renewal. In this capacity (now called Director, Faculty Development and Graduate Fellowships), Professor Moran works with the Faculty Development Committee to plan workshops and programs for faculty which focus on both personal and professional renewal. This Committee has since become a standing committee of the Faculty Senate with members appointed for overlapping two-year terms to provide continuity. All are faculty members who represent, not only the various schools and colleges, but also the tenured and nontenured faculty.

On a limited budget but on "hard money," the Faculty Development program has become a significant part of the academic life at Santa Clara. Over the last eight years, five to six workshops have been offered each year. One of these is an overnight at University expense which includes three meals. Held at Villa Maria on the beach at Capitola, this workshop usually attracts from twenty-five to forty participants. Topics have ranged from "Balancing Research and Teaching," "Stress Management," and "Publishing a Manuscript" to "University Teacher as Victim" (of student, administrative, departmental and personal demands). In every case, we have used our own faculty expertise plus an occasional visiting consultant. Program suggestions are solicited from faculty, department chairs, and deans following a kickoff luncheon in the fall. The Faculty Development Committee meets three times during the academic year for approximately one hour each session. In the spring plans are made for the coming year. At that time each member (including the Director) volunteers to coordinate one workshop. For the overnight, two or three members may work together on a given topic, depending on their own interests.

As we meet across disciplines, we not only develop shared experiences but we also learn what our common concerns are. This had led to an increased sense of collegiality. For example, when an engineering faculty member hears of a writing method which works for an English teacher and wants to try that out for his own students' reports, we have achieved the kind of communication we hoped for when this program began.

In addition to initiating and coordinating the workshops, the Director carries on other kinds of faculty development activities on an individual basis. She conducts small group evaluations of individual faculty members by request and provides feedback to colleagues on their teaching. She also edits faculty proposals and advises faculty on various career aspects.

What Santa Clara's Do-it-yourself Program offers other institutions is a way to provide an economical and effective faculty development program so long as the faculty committee meets the challenge with energy, enthusiasm, and imagination. Our success is due to the faculty who serve because they care about their profession and their colleagues.

FACULTY WELLNESS: THE ULTIMATE PERSONAL RENEWAL

Douglas M. Semenick

The term wellness has become popular recently and has become the catchword of the fitness boom and attempts by industry to curb skyrocketing health care costs.

What is wellness? Wellness is a decision the individual makes to move toward optimal health. Wellness involves learning how to become and stay healthy. Wellness means recognizing your body's warning signs and taking corrective action before serious health problems develop.

Total personal wellness is multidimentional and includes physical fitness, nutritional awareness, environmental sensitivity, and stress awareness and management. The success of wellness programs depends on the individual is taking responsibility for moving toward optimal personal health.

The Wellness Program at the University of Louisville is the most popular offering at our Center for Faculty and Staff Development. Everyone involved with the Wellness Program is a winner. Administration wins because statistics show that three dollars are saved in health care costs for every dollar spent in the Wellness Program. Morale and productivity are improved, and faculty get the feeling that the administration cares about their personal well-being. Faculty win because they become healthier and happier which tends to increase self esteem, ultimately leading to a more productive (and less expensive) employee.

At the University of Louisville, we offer to all full-time faculty and staff a Total Wellness Package which includes the following components:

1. Exercise Physiology Laboratory Testing and Evaluation. Included in this phase is a graded exercise test conducted by a cardiologist, a complete blood chemistry analysis, determination of body composition and an individualized exercise prescription.

2. Nutrition and Weight Control. Counseling is conducted by dietitians on our University faculty. The program includes a computerized diet analysis and evaluation of blood chemistry and body composition measurements. Follow-up sessions focus on diet modification.

3. Stress Awareness and Management. Each participant takes a battery of paper and pencil self-evaluations and receives a biofeedback analysis. Follow up sessions include analysis of personal stressors and progressive relaxation training.

4. Exercise. Various exercise classes are offered before, during, and after work hours. Exercise classes include aerobic exercise, weight training, swimming, and "outpatient" programs i.e., (brisk walking, cycling, jogging outside the University setting).

Our Total Wellness Package was offered on a first-come, first-served basis to the first 225 at a reduced cost with our adminstration picking up the greater share of the program cost. Almost 500 signed up in the first two weeks. One out of three of our faculty participated in some phase of our wellness program in the first year of operation.

There are several additional wellness opportunities for faculty not involved in the Total Wellness Package. Additional wellness programs include the Center for Disease Control "Health Risk Appraised", health fairs, a series of "Healthy Lifestyle" seminars focusing on various wellness topics (stress management, fat control for life, how not to have an aching back). We also work with various local and government agencies to offer CPR, first aid, safety classes, as well as a back school.

BRIDGING THE GAP IN HUMAN RELATIONS

Katheryn Davis
Lettie Lockhart
Peggy Cleveland

A university is truly a culturally plural environment. The positive element of this environment will be realized only if there is a healthy interaction among the diverse groups. Such interaction provides a means of coping with intercultural tensions that are natural in a growing, dynamic university community. The purpose of this workshop was to sensitize participants to cultural differences which affect inter-group communication and to develop strategies for incorporating activities in their own settings which enhance the positive aspects of a culturally pluralistic environment.

PROFESSIONAL RENEWAL OF FACULTY THROUGH REDIRECTED EFFORTS

Merl Baker

With nearly 40 percent of the faculty members reporting in a recent Carnegie Foundation Study that they would consider leaving academia, now is the time for renewal. The conclusion of the study that the "profession is deeply troubled" also point to the urgency of renewal.

The 30 percent stating that they felt trapped in their job is believed to reflect the most serious of several concerns. The thesis of this paper is that dissatisfied faculty members have no reason to feel trapped. They may indeed be approaching a formidable roadblock, but for most it is not too late to choose an alternative. Except for a few market driven fields, jobs outside of academia are very competitive and difficult to obtain for experienced faculty. The alternative to the dead-end road seen by many faculty is not a parachute programmed to land in greener pastures, but redirection within academia.

At some universities the efforts of experienced faculty members are distributed among a diversity of duties, including teaching, research, public service, and national professional societies. These multifaceted work opportunities tend to renew and burnout is attentuated. However, a majority of faculty members are employed at institutions heavily committed to undergraduate teaching only.

Developing non-credit seminars for adult students in these institutions can be substituted for a part of the repetitive undergraduate credit course load. The developing special programs for international students is another example for diversitying the work of faculty members in the teaching institutions. Design of learning experiments comparing the relative improvements of marginal students in responding to innovative stimuli is an option open to all institutions to help redirect the faculty.

Diversity of assignments is beneficial but not adequate to serve the total needs of the group of experienced faculty in fields no longer attracting a sufficient number of bright students to enable a viable academic program. Tenure should not inhibit a faculty member from seeking renewal through retraining in a related but growing field. No faculty member should be expected to perform a service in a subject area for which he/she does not feel qualified. However, in the past too little attention has been given to redirecting unchallenged academics into related viable fields. A renewal program should also consider short term assignments such as rotating assistant deans' positions, chairs of highly visible task forces, and leaders of special projects.

Policy should permit long-term renewal benefits through consulting, arranged retainerships, planned and rewarded involvement in professional societies, and education experiments.

Parachuting to greener fields outside of academia is not the solution for many of the 52 percent expressing this preference in the Carnegie study, but renewal is necessary and is a realistic alternative.

RENEWAL THROUGH ALTERNATIVE TEACHING?

George C. Helling
Barbara B. Helling

Renewal was defined as "anything that returns one to the classroom with greater capacity and energy for teaching." The hypothesis was that an opportunity to teach in the Paracollege, an alternative track to the B.A. that provides the teacher an opportunity to teach new content of one's choice in small groups using participatory styles, would be experienced as renewing. We interviewed all faculty members who had completed a period of teaching in Paracollege, as well as a small sample of persons who had no experience in Paracollege. The hypothesis was not strongly confirmed--only about a third found the Paracollege experience primarily renewing, and nearly as many found it too demanding. However, asking about renewing experience, given this definition, produced the serendipitous finding that the most renewing experience for teaching was a "good teaching experience." Forty percent of all the responses described teaching experiences, almost three times as many as the next most frequent category (sabbatical or other leaves). In turn, a "good" teaching experience was described as active involvement with responsive learners. Combining this finding with others, we conclude that what is renewing for teaching is experience that provides social validation of the self as teacher.

RENEWAL ACROSS THE RANKS: PROGRAMS TO DEVELOP JUNIOR FACULTY AND TO REVITALIZE SENIOR FACULTY

Linda L. Dolive
Lyle A. Gray

The presentation focused on a comprehensive set of renewal programs sensitive to and customized for addressing differing needs across faculty ranks. The development activities fostered are of particular relevance to predominantly undergraduate teaching institutions. The programs were developed (and maintained) at a public institution with a minimum of flexibility in its budget base and during a period of time in which state mandated budget cuts were all too frequent.

A three-pronged program was created by which the talents and energies of a young faculty at a newly formed institution (opened in 1970) could be channeled to generate significant scholarly and creative activity without the presence of senior mentors. The result has been 1) a faculty whose professional growth and reputation extend far beyond the norm for a predominantly undergraduate institution and 2) students who benefit from research opportunities often not available to undergraduates as well as through being taught by faculty having a renewed enthusiasm toward teaching. Outcome information on faculty activities is the more significant since most of the faculty were hired directly from graduate school.

By the 1980s there were increasing numbers of senior faculty. Hence, a second group of programs was created specifically to revitalize senior faculty members. Redirection of faculty was desired for a variety of reasons, and consequently a variety of programs was implemented. These programs range from retraining activities to national faculty exchanges to university professorships with selected prerogatives.

The presentation format was to describe the programs and the rationale for their creation; to evaluate the programs through analyses of 1) data on faculty productivity over a seven-year period, 2) the junior faculty's candid thoughts on how they believe development programs have enhanced them as a teacher and scholar, and 3) case studies of the redirection of senior faculty; and to suggest how other institutions may initiate renewal programs to meet their specific campus needs.

Renewal programs have demonstratively enhanced faculty professional and personal development with special attention being given to the differing needs at the junior and senior ranks. Their success may be attributed in large measure to faculty from the outset having been directly involved in the programs' formulation, evaluation, adaptation, and extension.

SUPPORT AND RENEWAL FOR PART-TIME FACULTY: A MODEST PROPOSAL

Michael E. Siegel

As college and universities seek to respond to the volume of student demands for courses in such fields as business and computer studies, they will continue to rely heavily on part-time faculty. In fact, according to a recent review of the literature by Judith Gappa (1984), part-time faculty today carry about 15 percent of the total college-level teaching load.

The participation of part-time faculty in higher education is attractive, since these individuals frequently command the expertise in the aforementioned fields and since they are willing and anxious to teach at night or on weekends.

On the other hand, part-time faculty need assistance to develop the necessary skills that are associated with effective teaching. Expert in their professional fields, such faculty are frequently novices in the classroom. But they are also eager to learn and surprisingly receptive to training and teaching improvement programs.

This session elucidated the challenge facing institutions of higher education in providing adequate opportunities for the development of teaching skills among part-time faculty. It argued that there is, in fact, a critical need for increasing the levels of training and support available for part-time faculty. The author described the substantial faculty development program at The University of Maryland's University College, the Center of Adult Education. The emphasis was on those programs which seem to excite part-time faculty and which demonstrably improve their teaching performance.

The session concluded: Quality control is an increasingly pervasive concept in business and in other aspects of American society. It is to be so in education also, as the growing "accountability" or "assessment" movement grows. It is incumbent on institutions of higher education to contribute to quality control, in terms of providing appropriate support and training for the increasing ranks of part-time faculty members.

A MODEL FOR PROFESSIONAL DEVELOPMENT

Kay Herr

In addition to the traditional elements of an academic professional development program, Colorado State University offers individual consultation, administrative development through a series called "Leadership CSU" begun in 1985, and a highly successful program of workshops and seminars. We have specially scheduled workshops and faculty discussion groups during the academic year and in May during the week immediately following graduation. There is also a monthly forum called "Let's Talk Teaching" (LT^2), which has been in existence over ten years.*

Our most intense effort is, however, the Professional Development Institute offered for three days in January between New Year's and the beginning of the semester. This Institute has been presented for seven years, and in 1986 we offered our faculty and staff thirty-four sessions on topics in the areas of teaching, research, service and personal needs. The degree of participation has been phenomenal and increases each year. To date 123 different sessions have been offered, many several times, and nearly all are conducted by our own personnel.

All professional development activities are based on premises about the responsibilities of the faculty member, the department and college, and the University. At no time has participation in any program been mandatory, nor has there been coercion. The administration has given greater moral than financial support, and costs have been kept quite low.

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*Moreover, we are fortunate to have a microcomputing facility devoted solely to faculty development.

We strive to have all presentations of high quality and seek to demonstrate professionalism and innovation in the presentations themselves. The principle is very simple--make it good, and people will come. The large variety and number of sessions appear to provoke participation from that elusive group which persons in professional development try so hard to reach, i.e., the ones who need it the most. The intensity also contributes to overcoming the two obstacles to participation in such activities--lethargy and the feeling of being threatened.

FINANCIAL PLANNING FOR FACULTY

Ted Ridlehuber

This presentation from the perspective of a financial strategist focused on the academic institution's responsibility to support efforts to foster long-term financial planning on the part of faculty, as individuals and as a group. The session included information on planning for personal finances and savings to meet future needs. An institutional perspective was taken to encourage effective programming and faculty development activities in this important area.

COPROF: A COOPERATIVE PROGRAM FOR THE PROFESSIONAL RENEWAL OF FACULTY

Joyce T. Povlacs
Ted E. Hartung
Daniel W. Wheeler

The Colleges of Agriculture of the Universities of Nebraska and Minnesota have initiated a Cooperative Program for the Renewal of Faculty, or "COPROF." Initiated on a shoestring budget with a "pioneer" group in March 1983, the program is now in its second year of support from the Fund for the Improvement of Postsecondary Education (FIPSE). Altogether, to date, we have had four groups of faculty with over eighty participants from our two campuses. The purpose of COPROF is to stimulate professional growth in the context of institutional and disciplinary needs. Although we are still in the midst of activity, the program already is giving indication of positive and significant change for our faculty and colleges.

Features. Our program has a number of features which in combination make it unique. COPROF is designed to meet faculty needs and interests on one hand and address pressing institutional and instructional needs on the other. COPROF can be viewed as a response to change with steady or diminishing resources, rapidly changing technology, and a majority of faculty in our colleges at midcareer.

The sequence of events gives participants both structure and freedom, focused activity and time to reflect. Ingredients of the program include: 1) entering, 2) attending the jointly-held Faculty Development Institute, 3) exploring options, 4) writing a growth plan, 5) implementing the plan, and 6) evaluating. Although growth plan awards are modest, the sequence of activities has led to more extensive projects, such as those pursued in faculty development leaves (or sabbaticals).

Another feature of COPROF is the supportive environment for faculty development on both our campuses. The initiative for this program of faculty renewal is being led by college deans on both campuses. Department heads were involved early and are proving to be strong advocates. Although the program is targeted for midcareer tenured faculty, no one is automatically ruled out of participating. Faculty steering committees on our campuses make suggestions and recommendations regarding growth plans but do not make the awards competitive. Finally, faculty participants are urged to identify various individuals as helpers, supporters and resource persons for planning and achieving change.

Results. Although we are only half way into the FIPSE funded portion of the project, about two-thirds of those participating in the Faculty Development Institute are in some stage of growth planning, implementing, or completion. While our program focuses on renewal to improve teaching and learning on our campuses, early evidence indicates that personal and professional development go hand in hand. For instance, one professor started to revitalize a basic course and is now on a faculty development leave doing postdoctoral work with a top expert in his field. Another person who moved to a new department observed laboratory teaching techniques at another institution and is planning an internship for himself in an industry related to his new emphasis. Several persons are investigating--and contributing to--the state of the art in computer-assisted instruction, while others are applying in the classroom what they have learned about creative problem-solving. A number of faculty participants are making major changes in what they teach as well as how they teach it.

Preliminary findings gathered in a recent survey of Nebraska participants indicated that the program is working. Of those responding (n=24), 84 percent saw the College of Agriculture as willing to support innovators, 87 percent said there was support for persons in the process of changing,and 89 percent expressed satisfaction with the College as a in which place to work. Evidence also indicates that faculty attitudes towards students are becoming more positive, and they are changing approaches to teaching in the classroom.

MOTIVATING EXPERIENCED FACULTY MEMBERS

Judy-Arin Krupp

Faculty members are getting older. Morale and job satisfaction have become such serious concerns that 40 percent of current faculty members want to leave their jobs (Carnegie Report, 1985). Those working at faculty renewal stand a better chance of success when attacking these issues if they understand the developmental tasks of each faculty member and concretely relate faculty renewal attempts to an individual's developmental needs. This presentation answered the question, "How can the use of knowledge of the developmental tasks of adults at different ages help build morale, motivate adults to change, and lead to more effective and enthusiastic teaching?" This abstract will discuss sample issues at two ages.

During age thirty transition, approximately ages 28-33, males question their future career decisions. They establish themselves on the bottom rung of what Levinson (The Seasons of a Man's Life, 1978) calls a "psychosocial ladder" and spend the thirties climbing that ladder. Women question whatever they did in their twenties. The career woman wonders whether her identity includes marriage, the married person questions childbearing, and the one at home with toddlers wonders about other alternatives. As these age thirty transitions adults question the provisional structure established in the twenties and make permanate or commit to a direction for the thirties, they carry on a self-centered search for inhibited parts of the self.

Self-centered persons rarely consider the needs of others. A faculty member in this transition may not offer to help others and might feel angry if asked to take on additional advisees. However, the same person might willingly try new ideas if the new suggestions relate to an aspect of self. The dean or academic chairperson working to renew that faculty member must discover the individual's likes, dislikes, and interests in order to best provide options that permit neglected parts of that person to reach fulfillment. A professor who taught so many courses that she never explored her research interests might appreciate information about a research opportunity. An instructor who taught basic required subjects might react with excitement to the chance to develop a new course. The preferred assignment makes the job personally fulfilling, rather than more stressful.

Midlife (approximately ages 40-47) adults no longer view time as an endless expanse filled with possibilities, but think of time left to live. They crystalize their priorities, values, and moral/ethical beliefs. In whatever time they have left they want to live out those priorities.

Some principles to consider in planning for this stage follow. Plan carefully to insure effective and efficient use of time. Make meetings short and concise with well organized agendas. Schedule meeting dates and times well in advance and respect those commitments. At midlife time wasted means life lost! Expect anger from those who think the meeting wastes time. Encourage them to vent that hostility.

Additional concepts discussed include the incalcitrant, legacy concerns, male-female similarities and differences, generativity, mentoring, on-the-job retirement, identity concerns, intimacy, age aliens, retirement issues, peer pals, place of career and family in the life structure, nurturing-assertiveness, health anxieties, and shrinking friendship networks. Motivational techniques include mentoring programs, providing opportunities for midlife males to nurture, the back door approach, developing an on-going support group called "Out of a Rut," and fostering a sense of worth in areas other than that the individual teaches.

CAREER TRANSITIONS: AN OPPORTUNITY FOR PERSONAL AND PROFESSIONAL RENEWAL

Joel Zimbelman

This presentation explored the reality of career transitions for Ph.D. prepared individuals into business, government, university administration and the not-for-profit sector. Program and transition information of the Career Opportunities Institute at the University of Virginia was introduced. Placement data was described and evaluated. A number of suggestions and recommendations were made to academic administrators for accomplishing the successful transitions of graduate students and faculty to other careers.

Personal problems faced by faculty and institutional problems faced by administrators were discussed. Two national dilemmas of higher education were introduced. The common perception of the Ph.D. was summarized. The strength of Ph.D. education was shown to be unrecognized by those outside the academic community. The basic thesis was: A Ph.D. is more than professional preparation for a vocation of teaching and research in a particular field. It serves, as well, as preparation for accomplishing the fundamental tasks of a wide range of careers and professions. Academics and non-academic employers must be made aware of the potential offered by holders of this degree.

The program at the University of Virginia was discussed including philosophy, determining career strengths and direction, and preparation for the transition. Preparation included personal preparation, interpersonal preparation, and cognitive preparation.

Data and case studies of career transitions were discussed, including transitions by industry/sector; transitions by functional task; transition percentage; transition velocity; and results of questionnaires concerning job-satisfaction, job-preparation, and long-range career objectives.

The program concluded with recommendations for college and university administrations. Those recommendations were for university assistance in a transition; faculty access to Career Planning and Placement; faculty use of outside consultants/ career counselors; and institutional sponsorship of participation in an integrated program.

A MODEL FOR RENEWAL AND DISSEMINATION OF TEACHING EXCELLENCE

Harvey J. Brightman
Gordon Harwood
Yezdi Bhada

Educators and legislators have recently expressed growing concern over our educational system. The National Commission on Excellence in Education stated, "...the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people (1983, p. 5). Consequently, the Commission recommended a series of reforms. In addition, the National Commission on Higher Education Issues has recommended educational reforms at the college level (1982). As outlined in The Nation Responds: Recent Efforts to Improve Education, there has been a positive response to the call for reform (1984). Nevertheless, much remains to be done in improving the level of teaching at the university level.

All universities and colleges share a common goal--the delivery of high quality education. Quality has often been equated with "objective" measures or experts' aggregated opinions. More recently, educators are placing greater emphasis on the "value added" concept. Based upon this concept we may ask, "What do we as faculty members add to students' career or life preparation beyond the skills, knowlege, and concepts students bring with them to institutions of higher learning?" Teaching effectiveness is critical in answering this question.

While the majority of faculty are effective teachers, many wish to augment or renew their teaching skills. Unfortunately there are limited resources available at the individual colleges. More importantly, there is no educational infrastructure within a state or region which does for the teaching activity what disciplinary networks or societies do for research activities. Our model seeks to remedy this deficiency.

As applied to the state of Georgia, the authors propose to establish a statewide network of master teachers from the thirty-three units of the University System. Membership in the network would be limited to those who 1) want to learn together how to further improve the quality of their instruction and 2) are prepared to implement in-house faculty development workshops within their respective colleges and universities. These individuals would be invited to several two-day workshops on the improvement of university level teaching developed by the authors (the network's organizers). The workshops would be held in various locations throughout the state. The authors would also provide support and materials in developing the local faculty development workshops.

Network organizers must follow the following three steps to implement the model:

1. Master teachers from within the state or region would be identified.

Network organizers must identify the best and most influential teachers across all disciplines. They would form an infrastructure of educational leaders dedicated to teaching excellence. Institutions that nominate master teachers for the network must make a commitment to provide resources to implement in-house faculty development workshops. Nominees must have a mandate from their colleges and universities to disseminate educational excellence.

2. The network organizers would conduct several "training the trainers" sessions for the master teachers on instructional methods, strategies, and technology.

The workshops should be held at convenient locations throughout the state or the region. The concept of traveling workshops is patterned after the successful American Association for the Advancement of Science and National Science Foundation (AAS-NSF) Chautauqua Series.

For the proposed Georgia network, the authors plan to model the workshops after BA 920, a doctoral level seminar on university teaching, now being taught within the College of Business Administration at Georgia State University. The seminar has been tested, refined, and proven during the six years it has been offered to faculty within the College of Business Administration and graduate students from the various colleges within Georgia State University.

3. The master teachers would return to their universities, assess local needs for improving instruction, and implement workshops on the improvement of instruction.

The potential effectiveness of the model is based upon the concept of educational leverage. Through the "training the trainers" concept, the network organizers can affect a large number of university-level faculty.

Once the master teachers return to their respective universities, they would conduct a needs analysis. With the aid of their respective institutions they would then conduct local workshops. Network organizers would provide continuing support and educational materials to help implement the local faculty development workshops.

It will be necessary to seek small "seed money" grants from either universities or statewide agencies to test the feasibility of the model. Once the model has been field tested, the network organizers must seek long-term support from private foundations such as Exxon Foundation and others to 1) institutionalize the network, 2) evaluate its impact on increasing the level of teaching effectiveness, and 3) examine the potential psychological benefits to individual faculty.

We believe that our network model and Chautauqua series of workshops can be transferred to other settings. We are prepared to aid interested faculty in developing and implementing our model. Moreover, we will share our eighty page set of materials on teaching effectiveness that is currently being used in the BA 920 doctoral seminar. When faculty have the opportunity for self-renewal and are more effective in the classroom, everyone wins.

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A STUDY OF THE RELATIONSHIPS BETWEEN PERCEIVED AND REPORTED SUPERVISORY INTERVENTION BEHAVIOR AND FACULTY JOB SATISFACTION

Constance Havird Skalak

Recruitment and retention of qualified nursing faculty is a major problem for directors of nursing programs. Faculty job satisfaction affects faculty recruitment and retention.

Studies on nursing faculty job satisfaction are few, and no research on job satisfaction in relation to faculty and directors' perceptions of supervisory intervention behaviors of directors exists. The descriptive correlation design, using the Pearson correlation coefficient and a t-test for significance, was used to examine 1) relationships between faculty members' job satisfaction and their perceptions of directors using five specific supervisory interventions, 2) relationships between faculty members' job satisfaction and differences in directors' and their faculty members' perceptions of directors using five specific supervisory interventions, and 3) the relationship between directors' and their faculty members' job satisfaction.

Faculty (n=237) and directors (n=33) from thirty-three associate degree nursing programs, located in the Southeast, and accredited by the National League for Nursing, comprised the sample for this study. All full-time nursing faculty members who had been in the position for one year or longer were eligible to participate.

Data were collected by means of a seventy-two item Supervisory Intervention Behavior Instrument, a twenty-two item

Faculty Job Satisfaction Instrument, and a nine-item Personal Data Form. The Supervisory Intervention Behavior Instrument was used to determine the directors' and their faculty members' perceptions that the directors would use the five specific facilitative interventions; namely, planning, strategizing, modification, support, and participation. The Faculty Job Satisfaction Instrument was used to elicit overall directors' and their faculty members' job satisfaction.

Findings and recommendations were:

1. Faculty members' job satisfaction is positively related to their perceptions of their directors' use of five specific facilitative interventions. Based on this finding, directors should use the five interventions, namely, planning, strategizing, modification, participation, and support, to enhance faculty job satisfaction. In addition, directors can meet periodically with their faculty members to elicit other specific facilitative interventions.

2. Faculty members' job satisfaction is inversely related to differences in directors' and their faculty members' perceptions of directors' use of the five facilitative interventions. This finding indicates that the closer the directors' and their faculty members' perceptions of the directors' facilitative behaviors, the greater is faculty members' job satisfaction. Thus, directors should identify differences in perceptions of directors and faculty members and should strive to decrease the differences.

3. Directors' and their faculty members' job satisfaction are significantly related. Even though a satisfied director is more likely to have a satisfied faculty and vice versa, factors other than just the other's job satisfaction are more than likely responsible for this relationship.

4. Directors experience more job satisfaction than their faculty members. Several explanations are plausible. First, directors usually hold higher academic ranks and receive higher pay than their faculty members. Also, they are more likely to be tenured. Academic rank, pay, and tenure have been identified as job satisfiers. Secondly, directors have more control over other job satisfiers and job dissatisfiers.

5. Lastly, directors should use job satisfiers already identified in the literature.

FACULTY RENEWAL: A REVIEW OF RESEARCH STUDIES

Moon K. Chang

Topics addressed in professional and personal renewal for faculty range from instructional development programs to personal growth programs (Simpson & Jackson, 1983). Following are some of the findings in the recent literature pertaining to faculty renewal.

First, instructional development tends to be enhanced when a faculty member is informed of his/her class composition (i.e., achievement levels, attitudes, and behaviors of students) and is provided with expert consultation (Wright & Bond, 1985), expert consultation alone (Wilson, 1986), two-person team functioning as each other's consultants (Ferren & Geller, 1983), interdisciplinary efforts (Schwartz, 1983), enjoyable, passive, informative and undemanding workshops, seminars, and course and program reviews (Moses, 1985), and teaching of writing skills (Boice, 1984).

Second, faculty development programs tend to be enhanced when the programs are flexible and integrative (Winstead, 1984).

Third, the error of measurement of student rating scales is so large that rating scales are virtually meaningless for making decisions about individual faculty. However, by training students to evaluate teaching performance, by allowing enough time to evaluate, and by eliminating student anonymity, the rating scales may be used in a responsible manner to improve the teaching behaviors (Pulich, 1984).

Fourth, the importance of environment support must be realized (Clark, Carcoran & Lewis, 1986; Moses, 1985).

Fifth, faculty development is emerging as a bargaining issue with potential far-reaching implications for professional renewal and instructional governance; and, therefore, professional development should not be viewed as a privilege dependent upon administrative benevolence (McMeen & Bowman, 1984).

Sixth, the attitudes of senior faculty members and department chairpersons toward teaching are crucial. One of the target groups for professional development activities may be department chairpersons. The very act of chairpersons' participating in programs, of inviting evaluations of themselves, would act as an encouragement to other faculty to seek self-improvement (Moses, 1985).

Seventh, faculty and instructional vitality are interrelated. Therefore, institutional policy recommendation to enhance faculty and instructional vitality must recognize the diverse organizational and unique individual circumstances of faculty even within the same institution (Clark, Carcoran & Lewis, 1986).

Based on the related research on faculty renewal, the following recommendations were made: first, the traditional role of faculty--research, teaching, and service--must be redefined. The traditional role is not realistic and therefore, most of the faculty are under unnecessary stress (Chronicle of Higher Education, March 26, 1986). Second, emphasis must be placed on growth and strengths rather than remediation of weaknessess based on questionable evaluative data, such as student evaluations. There is reason to believe that most of the faculty will improve themselves in a non-evaluative settings.

THE UGA MODEL: A PANEL

Ronald D. Simpson
William K. Jackson
James F. Calhoun
Harry P. DuVal
George M. Gazda
Frank Gillespie

This panel presented the model for instructional improvement and faculty development at The University of Georgia under the direction of the Office of Instructional Development. Activities of this office, advised by a committee of faculty, include assistance with external funding for instructional projects, an internal instructional grants program, the Lilly Fellows Teaching Program, consultation services for faculty, media support services, consultation and workshops on academic computing, administration of an awards program for outstanding teaching, and research and development relating to university-level instruction.

One of the most significant faculty renewal activities at Georgia is the annual conference on personal and professional renewal. This two day conference held before the opening of school features a wide range of renewal topics focusing on both personal and professional aspects of faculty development. University faculty serve as presenters and the conference is open to faculty, staff, and spouses. The conference has been held for each of the past three years with an average attendance of approximately 200.

PRE-RETIREMENT COUNSELING AND FACULTY DEVELOPMENT--AN ON-GOING PROCESS

Thomas J. Robinson

We spend approximately one-third of our lives in preparation for our profession, and another third to half working at it. That should leave from one-sixth to one-third for retirement. We ought to spend time in preparation for this important period of our lives and not just let it happen. If planning is begun only a year or two before retirement, it is likely to be less successful than if it is begun several years before retirement actually takes place. Helping the faculty member plan for retirement can ease fears and promote confidence, thereby permitting energies to be channeled to teaching and research. The process I follow is to seek persons out at ages 55, 60, and 64 to see if they are interested in estimating comparisons between pre-retirement take-home pay and retirement (after tax) income. At age 55 most major purchases have been made and most families have been raised, permitting persons to put aside additional amounts of money for retirement income or practice changes in lifestyle. Follow-up sessions at age 60 help to clarify the estimates made at age 55, and at age 64 (or in the year before retirement) there are a number of questions people have regarding final preparations and income options.

Pre-retirement counseling is probably not a direct aid to faculty development, and yet in my experiences I have seen a number of persons who have seemed much more at ease afterward.

They are better informed, and I believe they are less caught up in concerns for their future. They seem to have a better idea of what they are doing and where it is leading them.

The sabbatical program at our institution, as I am sure is true of many, does not work very well. There seems to be insufficient funding, and faculty tend to have many good reasons for not going on leave. Therefore it is important for faculty to maintain a high level of competence and interest while staying on the job. Burnout and discontent take a grim toll among faculty. In some instances, as a result of the pre-retirement counseling, persons may be encouraged to apply for a sabbatical. For some persons an early retirement may be an alternative to taking a leave, and for others simply facing the fact that they need to make changes in attitudes becomes a help. To document all the specific ways in which people are aided becomes difficult. However, an aggressive pre-retirement counseling program aids faculty, and it is certainly a humane thing to do.

FACULTY AND PROFESSIONAL STAFF DEVELOPMENT PROGRAM: THE UNIVERSITY OF CONNECTICUT

David D. Palmer
Paul G. McKenna

The comprehensive set of development programs and activities for faculty and professional staff results from the cooperative efforts of university vice presidents, members of faculty senate, faculty from geographically diverse campuses, and administrators from several university units. During the 1985-86 academic year The University of Connecticut established the Center for Faculty/Staff Development to develop programs to enrich current careers, to increase individual career options, and to encourage personal growth. This comprehensive program includes offering workshops to middle-level managers, instituting policies to permit faculty and professional staff to redirect their careers, offering workshops for faculty and professional staff to examine professional and personal development concerns, and developing a computer program to calculate projected retirement incomes for each employee using a variety of retirement options.

The program's broad scope can be seen by highlighting the following characteristics of the university-wide program: it will be available on all six campuses to all full-time professional staff members, including counselors in student personnel, computer programmers, museum personnel, faculty members, librarians, and all university administrators; will include workshops on both professional work and career issues as well as personal renewal issues; and will include opportunities for part-time or full-time career shifts either within or outside the university.

Several specific aspects of the faculty and staff development program are being finalized during the 1985-86 academic year, although many key components were determined earlier. During the development of the program, top level officials of the university formally endorsed and publicly supported key programmatic components. The University's published academic plan recognizes that the vitality of the faculty and professional staff directly affects quality at the university. Through financial and other forms of administrative support, a lengthy questionnaire was sent in September 1985 to all of the more than 2200 full-time faculty and professional staff. A parallel questionnaire dealing with upward mobility and professional growth was sent to nearly 2000 classified staff, including secretarial, clerical, maintenance, and skilled mechanical employees.

The eight page faculty and professional staff questionnaire had items dealing with job satisfaction, job involvement, career expectations, organizational commitment, interests in career redirections, retirement plans, interests in professional development, and interests in training and renewal. Many of the same items also appeared on the other questionnaire.

The overall return rate for the faculty/staff questionnaire was better than 40 percent. The respondents were representative of the total population on almost every demographic variable: age, gender, ethnicity, faculty rank, position, by school or college, and years at the institution.

While the data have been analyzed with several different groupings, overall more than 70 percent of the respondents are satisfied with their current positions; 60 percent are satisfied with opportunities provided to advance their careers at the University. Almost 60 percent believe that the University should have training and renewal programs and they would like to attend such programs. About a third of our sample would like to continue in their present position but with a significant change in duties, and almost 30 percent of the faculty are interested in retraining programs to teach in new disciplines. Fully 40 percent stated that they are likely to develop alternative, non-academic careers in the next five years. In examining the retirement issues, we found that 48 percent would be interested in retiring sooner if incentives were provided. Interest in developing alternative careers is not limited to the young faculty. Forty-eight percent of those aged fifty and older would be interested in developing a new career.

RETREAT SNAPSHOTS: LEADING FACULTY IN CAREER PLANNING

Paul Hamill
Monica Hamill

This session outlined themes, theories, and a few exercises used in successful retreats on career planning and self-renewal, for faculty of the College of Charleston, South Carolina, and for student affairs staff and pre-college teachers served by the Charleston Higher Education Consortium.

In these retreats, individual freedom to seek new options inside or outside of academe was explicitly addressed. Getting away from campus had the two-edged benefit of allowing attendees greater freedom to focus on the issues and speak freely and of legitimizing the theme as a professional concern for all educators. Retreatants were encouraged to make realistic appraisals of their adult growth stages, their skills, and what they have found colleges and schools to be like as workplaces, so that self-renewal strategies could be formed.

Looking at career satisfactions and academic workplaces honestly, most retreatants experienced a sense of recommitment--provided that some options for action or empowerment to change details of their work situation could be devised as follow-up. The retreats encouraged a few attendees to leave academe with a clearer sense of direction, others to seek renewal in their current roles, and others to try to change their institution or their personal direction within education. The sponsoring institutions required, and received, concrete benefits from the retreats.

The retreats featured theory, exercises, and discussion of three kinds of "development": 1) personal development, including predictable crises of adult lifes, personal values and styles, and desired satisfactions; 2) career development, including understanding one's skills as seen within and outside academe, formal and informal exercise of power, typical changes during careers, and marks of desirable workplaces; and 3) organizational development, including recognizing one's own and others' team style, identifying the real reward structures in one's institution, and seeing how change actually occurs.

These three kinds of development provide a continuum of renewal, so that individuals seeking personal or career renewal can try to serve the needs of institutions, and those concerned for institutional change will try to do so in ways that unleash the energy of personal growth. Fresh hope is created by showing that the personal stresses are shared, that institutions can be frankly analyzed, and that higher education itself asks its members to see the interrelated urgency of the three kinds of development.

A career planning retreat can provide professional legitimacy, theoretical background, practical strategies, and a network of support for growth when the retreat has ended.

USING CONTROL CHARTS TO IMPROVE UNIVERSITY INSTRUCTION

Janet P. Burke

Higher education has long been concerned with the issue of evaluating and improving university instruction. One popular approach has been student evaluation of faculty. Most colleges and universities utilize this method to some extent. There has however, been considerable controversy regarding student evaluation of faculty. This controversy has ranged from arguments that question a student's right to judge a professor to those that deal with the type of instrument and how to interpret the results.

This paper will not attempt to either summarize or resolve these controversial issues. The purpose of this paper is to present a reliable and nonthreatening method for interpreting the results of student evaluations of faculty regardless of the type of instrument being used. This method employs the use of control charts, a technique long used by quality control professionals in industry to judge whether their products meet established standards. Most importantly this paper demonstrates that by using control charts to analyze student evaluations of faculty, the emphasis can be shifted from one of grading an individual faculty member to one of improving the entire instructional process.

There are five major steps involved in this process. First, determine what is to be measured and select the parameters. Secondly, determine how to measure these parameters. Thirdly, gather the samples to monitor the activity and calculate the control limits. Fourthly, plot the data. The fifth and final step is to interpret the data and determine what, if any, corrective action is indicated.

When statistical quality control charts are used to monitor an activity and corrective action is taken on out of control points, the result is a general rise in the average quality level and more uniformity around this average. When student evaluation of faculty is approached from this perspective, it should greatly reduce faculty anxiety regarding the uses to which the information will be put as well as help to reduce faculty concerns about the arbitrary interpretation of the results.

This presentation demonstrated the use of control charts using data from an actual classroom and showed how the quality of instruction is gradually improved when these methods are used. Faculty in all disciplines should be able to apply these methods to improve the quality of their classroom instruction.

FACULTY RENEWAL THROUGH INTERNATIONAL PROGRAM DEVELOPMENT

C. Tracy Harrington

In five years, a faculty-directed effort in international education at Murray State University has resulted not only in significant progress in internationalization but also in enhancing the professional and personal lives of faculty. Recognizing the need to internationalize and the improbability of institutional funding, in 1980 fourteen faculty created a structure of faculty committees to address the various dimensions of international education: increased awareness of international issues on campus, strengthened curricular offerings, expanded opportunities for international experience for faculty and students, comprehensive foreign student services, involvement in regional and national organizations concerned with international education and the acquisition of external support. From the beginning, membership in these special-purpose working committees has been open to all faculty and staff. Chairpersons of the committees, elected by the membership, serve on a steering committee, led by an elected director, who provides overall coordination. This structure received official recognition by the university administration in 1981 as the Center for International Programs (CIP).

The CIP has been successful in involving faculty and in institutionalizing programs. More than 15 percent of the university's faculty currently serve on CIP committees. Five inter-institutional exchange programs with foreign universities have been developed, and more than ten internationally oriented courses have been introduced, as has an international studies minor. Internationally oriented lectures, conferences, newsletters, and special events have become a regular feature of campus life. A comprehensive approach to recruiting and providing services for international students has been established. The CIP has received five major federal grants, actively involved the university in regional and national associations, and successfully obtained line-item budget status. Most recently, the Board of Regents strongly endorsed international education in the university's mission statement. Faculty annually participating in overseas programs have increased from five to more than thirty and students from less than thirty to more than one hundred. In 1985, Murray State received special commendation from AASCU for its faculty-based effort in international programs.

The international effort has contributed to faculty renewal through the broadened perspectives faculty have gained in travel and study abroad. Such experiences have stimulated fresh approaches to course development and teaching and have sparked new initiatives in cross-cultural research and study. Faculty involved in designing and operating the Center for International Programs have gained experience in formulating policies and administering procedures as well as opportunities to work closely with colleagues from diverse disciplines without the usual interdepartmental rivalries for resources. Direct involvement in a successful institutional development effort has given these faculty renewed commitment and has had a positive effect on morale. Finally, many faculty who have not participated directly in international programs have been stimulated by contact with foreign colleagues and students on the Murray State campus under the various exchange arrangements and by the active extracurricular dimension of the international program effort.

PROVIDING MICROCOMPUTER TRAINING AND SUPPORT TO FACULTY

M. C. Ware
M. F. Stuck

This paper traces the development of programs to support and encourage microcomputer use by faculty on the campus of SUNY-Courtland during the period 1980-86. Included are a history of microcomputer growth on campus, outlines of several workable training programs, tips on dealing with technophobia, practical benefits of this faculty training and some success stories of faculty who were involved in the programs.

First Steps: When the first microcomputers arrived on SUNY-Cortland's campus, the senior author was designated as Microcomputer Facilitator for her Division (Professional Studies). In this role, she was responsible for the following:

1. providing a mechanism to manage short-term loans of microcomputers to faculty,
2. teaching workshops on topics of need and interest,
3. writing and disseminating a division-wide microcomputer newsletter, and
4. serving as a local expert or "guru."

Through these services, approximately thirty faculty borrowed microcomputers on short-term loan, approximately forty to fifty faculty attended workshops, and many used the "consulting" service of the "local expert."

College-Wide Training: After this phase, microcomputer training was expanded to the entire campus. The authors presented several sets of workshops (over intersession, in the summer) with the following content:

1. Introduction to the Microcomputer
2. Introduction to Word Processing
3. An Introductory Data Management System
4. Use of Spreadsheets
5. Evaluation of Software

While conducting the above workshops, attention was made to dealing with technophobia. Some helpful hints are included here:

1. Provide hands-on experience (as opposed to talking or providing theory only).
2. Select easy-to-use software.
3. Space learning so it is provided in small doses (with practice in between).
4. Provide a comfortable environment (both ergonomic considerations and emotional ones).
5. Reward progress frequently.
6. Use clear instructional materials.
7. Provide follow-up support.
8. Encourage practice after training (or follow-up sessions).

The authors also noted the need to attack certain myths regarding technology, including: computers are dehumanizing; computers are a male domain; computers are only for "math and science folks"; and computers are difficult to learn if you are over forty.

Benefits to the Institution: Practical benefits of the training sessions were many. Among the noticeable benefits were: interdisciplinary communication (our workshops were for people of all disciplines); morale boosts due to obtaining training which would have cost much money if obtained outside the institution; improvement of teaching; growth in faculty development efforts by some faculty; increased productivity, especially through the use of word processing or data management; some growth in new course offerings, especially those to enhance the college's new computer applications minor.

Evidence of Progress: Success stories of faculty are difficult to condense; however a few should be mentioned here. New courses in professional education including microcomputers in education and LOGO, graphics and list processing were developed. The physical education faculty proposed and obtained laboratory equipment and interfacing hardware so that exercise physiology experiments could be computerized. The health department obtained a nutritional analysis program which was used with all nutrition classes. Speech pathology and audiology used prepared software to teach the writing of IEP's. New English composition on the computer was employed. A biologist began to use Bookends, a bibliographic reference program, and all his students prepare research bibliographies on it. A recreation faculty member found a software package to do league and facility scheduling and worked with the Instructional Development Center to produce self-instructional materials now used by all recreation students; an art faculty member used her computer to design weaving patterns and now has obtained a computerized loom for the art department. The list could go on, but this is an interdisciplinary sampling.

The growth of microcomputing on campus since 1980 has been exponential. Usually it is difficult for faculty to accommodate such rapid change; however, with the assistance of grass roots (faculty-provided) training and support, SUNY-Cortland has been able to rapidly "retool" in this area.

FACULTY RENEWAL DURING THE PERSONAL PERIOD OF URGENCY

I. Eugene White
Marvin G. Tossey

This session presented an overview of adult developmental stages from the classic conceptions of Erickson and Havighurst to the more current theories of Levinson and Gould. There was an emphasis on the tasks and psychosocial issues that confront the professional in middle-adulthood (ages 35-45), a crucial period labelled the Period of Urgency. In juxtaposition was a discussion of the critical issues in higher education today that serve to exacerbate that mid-life period, both professionally and personally.

The following topics were covered in the program:

1. a review of the developmental tasks and psychosocial issues of the Period of Urgency and those surrounding it,
2. a review of the major issues in higher education that contribute to faculty satisfaction and morale,
3. a discussion of the relationship between issues of the workplace and one's personal life transitions,
4. a discussion of possible solutions on both the institutional and individual levels, and
5. a period of open discussion.

THE PSYCHODYNAMICS OF BURNOUT AND RENEWAL

Jack Wiersma

Although the concepts burnout and renewal have marginal psychiatric status, a sizable literature has developed which is psychological in tone and character. An attempt is made to distinguish between Burnout-Type 1, Renewal-Type 1, Burnout Type 11, and Renewal Type 11. It is suggested that Burnout-Type 1 represents the stress perspective, where metaphors such as "depletion" and "exhaustion" are common. Thus, Renewal-Type 1 represents those efforts which prevent, lessen, or remedy the occurrence of Burnout-Type 1. It is suggested that these countermeasures are basically stress management techniques. When discussing either of the above, we may assume that one is engaged in activity basically congruent with one's values and aspirations. In Burnout-Type 11 this is not the case. Here the problem is deeper, more related to identity than to stress. Here, metaphors such as self-absorption, stagnation, apathy, mummification, rigidity, and pessimism are frequently used. Renewal-Type 11 represents the polar opposite, where appropriate metaphors are dynamism, ideals, framework of meaning, capacity for change, generativity, vitality, innovative, and resilience. Here the issue is not tension and stress, but rather committment, direction, purpose, congruency, meaning, responsibility to self and others. It is suggested that Renewal-Type 11 is a lifelong task and may be defined as a level of consciousness where the individual constantly monitors responsibility to self and others. It requires that one is constantly developing and creating one's mission in the world. It is a life-style laden with intentionality with respect to intrapersonal and interpersonal events. It assumes that identity formation is a lifelong process. Theoretical support for such a perspective is drawn from the writings of Rollo May, Erich Fromm, Eric Erickson, Victor Frankl, and John W. Gardner. The pervasive theme in these authors is that individuals fail to adequately develop inner strength and settle for short-term solutions to problems of anxiety, meaninglessness, powerlessness, acceptance, and aloneness. In the words of Fromm, we settle for "having" rather than "being." We need to develop "freedom to" as well as "freedom from." The psychological construct, locus of control, is also explored. Recent studies, using Rotter's Internal-External Control Scale, provide evidence to suggest that persons who have an internal locus of control more frequently exhibit behaviors indicative of Renewal-Type 11 and are also less susceptible to Burnout-Type 1. It is thus suggested that we now have a plausible answer to John Gardner's 1966 question, "No one knows why some individuals seem capable of self-renewal while others do not" (Self-Renewal, p. 10). It is further suggested that programs of faculty renewal which aim at Renewal-Type 1 ought to be different in structure and content than those which seek to facilitate Renewal-Type 11.

IMPLICATIONS OF PROPOSED TAX LAW CHANGES AND OTHER CONSIDERATIONS FOR RETIREMENT

Peggy Heim
Richard Raymond

A number of proposed revisions of federal tax law would have impact on the retirement planning of college and university faculty. The Teachers Insurance and Annuity Association has followed those proposals carefully, and this session provided an overview of this important issue.

LIFE SKILLS TRAINING: A MODEL FOR FACULTY RENEWAL

George M. Gazda

Life skills is defined as all those skills and knowledge prerequisite to development of the skills, in addition to the academic 3-R skills, that are necessary for effective living. Four generic life-skills have recently been identified by means of the Delphi technique. These skills are interpersonal communication/human relations, problem-solving/decision-making, physical fitness/health maintenance, and identify development/purpose in life. These four generic life-skills are both learned and applied in four settings: family, school, work, and community.

Life-skills Training is an appropriate model for faculty renewal because it is an educational model based on developmental needs of individuals. It is especially appropriate because it focuses on prevention through training in the four generic life-skill areas.

Life-skills Training is based on the following assumptions:

1. There are at least seven well-defined areas of human development: psychosocial, physical-sexual, cognitive, vocational, ego, moral, and affective.
2. From the seven well defined areas of human development, coping behaviors (life-skills) can be determined that are appropriate to age and stage.
3. There are identifiable stages in each of the seven areas of human development through which individuals must progress if they are to achieve mastery of later, more advanced stages.
4. Accomplishment of developmental tasks is dependent upon mastery of life-skills (coping behaviors) appropriate to stage and task.

5. In general there are certain age ranges when certain coping/life-skills are optimally learned.

6. Individuals achieve optimal functioning when they attain operational mastery of fundamental life-skills.

7. Neuroses and functional psychoses frequently result from failure to develop one's life-skills.

8. Instruction in life-skills that is introduced when a person is developmentally ready to learn given concepts and skills serves the roll of preventive mental health.

9. Instruction in life-skills that is introduced when a person is suffering from emotional or mental disturbance, of a functional nature, serves the role of remediation in mental health.

10. The greater the degree of functional disturbance, the greater is the likelihood that the individual will be suffering from multiple life-skill deficits.

START-UP STRATEGIES FOR INSTRUCTIONAL DEVELOPMENT PROGRAM

Sidney P. Rollins

After a brief description of the situational variables relating to the new instructional development program at Bryant College (Smithfield, Rhode Island), the presenter discussed start-up strategies in terms of moving a college faculty from the level of awareness, to interests, to trial, to information collection, to the decision to change pedagogical behavior. Specific strategies that were used to generate faculty participation at each level were discussed. Strategies designed to move faculty to the awareness level included 1) notice of the opening of the instructional development program, 2) frequent informal meetings with individual faculty, and 3) informal discussions with small groups of faculty. Strategies relating to the interest level included 1) a survey of faculty interests and 2) presentations at department meetings and advertising workshops and seminars. Strategies relating to the trial level included 1) workshops and seminars, 2) videotaping, and 3) one-to-one discussions. Short videotaped samples of a workshop and of faculty members teaching class were shown.

Once faculty members became involved in trying instructional development services, they had an opportunity to collect information, after which they had the decision options 1) of ignoring the program, 2) of further trial and additional information collection, or 3) of modifying their instructional behavior.

A list of planned continuation strategies for the next school year also was presented, including 1) ongoing interest surveys, 2) additional workshops and seminars, 3) videotaping and audiotaping, 4) encouraging grant writing, 5) orientation workshop for new faculty, 6) orientation workshop for adjunct faculty, 7) development of a "Guide for Teachers," 8) set-up of an instructional development laboratory, 9) joint conferences with other institutions, and 10) assessment of instructional development program outcomes.

THE LOYOLA MODEL: CAREER DEVELOPMENT PROGRAM

Barbara Hill

There are many possibilities for the development of faculty in colleges and universities across the country. The Loyola Program provides services to faculty, academic administrators and spouses so persons might involve themselves freely in their own professional and personal growth. None of the opportunities offered have been or will be imposed on anyone, but people are made aware of what is available and are invited and encouraged to participate.

The Program has several thrusts: 1) workshops (eight to twelve per year on various topics of interest including Financial Management, Developing Communicating Skills, Teaching/Learning Effectiveness); 2) external exchange program; 3) leave of absence for a year in business/government; 4) group discussions to share resources; and 5) individualized plans for growth and development, one-to-one consulting.

Since our beginning in 1978 when we were partially funded with a grant from the Fund for the Improvement of Postsecondary Education, almost one third of our base (around three hundred persons) has participated.

We have a staff of three: full-time director, part-time assistant, and consultant. For our workshops we use both internal and external consultants--the best we can get.

The effects of our program have extended beyond the individual into departmental work and have benefitted others in significant ways. The ripple effect as well as the involvement of spouses contributes to program effectiveness. Since careers are family deep, it makes sense to involve spouses. Career planning for spouses is one way as they attend weekly Job Club sessions in our office. Many workshops have follow-up components which keep the momentum and energy going long after the program has ended. Our core workshop, Integrated Personal and Personal Growth (a two-and-one-half-day overnight intensive at a conference center away from campus, encourages groups to continue meeting after the two scheduled follow-ups. Some groups are still meeting after two years as pot-luck groups hungry to get together to keep talking and sharing in each other's lives. Since Loyola has three campuses and ten schools, persons come to appreciate different disciplines and styles, to know one another in personal as well as professional ways and enjoy each other.

The need for faculty growth today is overwhelming. When this need is not met, faculty can become stagnant in their professional and personal ways, (Katz, 1980, Evaluator for Career Development Program)[1] The Loyola Program addresses faculty need for growth and development. Based upon our experience of seven years, the availability of a continuing program is crucial. It institutionalizes faculty support, renewal and redirection where indicated. Perhaps the best conclusion is to repeat the words of one faculty member "...by supporting the Career Development Program the University is telling its faculty that they want them to be whole human beings and they want them to bring their wholeness to the classroom."

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[1] Joseph Katz, State University of New York at Stony Brook, September, 1980, "An Evaluation of Effects of Loyola's Career Development Program."

FOCUS ON SENIOR FACULTY: INTEGRATING THEORY WITH PRACTICE

Robert A. Armour
Rosemary S. Caffarella
John F. Wergin
Barbara S. Fuhrmann

The major premise underlying this session is that faculty development programs have paid insufficient attention to the burgeoning research on career and adult development. This neglect may be especially serious when the focus of development efforts is senior faculty. The purpose of the session therefore, is to explore the implications of integrating theory with practice.

Why this sudden interest in the renewal of senior faculty? From an institutional perspective, three major factors have emerged: 1) the faculty are growing older and thus more are settling into secure positions; 2) the institutions have changed their expectations for faculty; and 3) concern related to faculty vitality and productivity is growing. Coupled with the institutional issues are those raised by individual faculty. Faculty are concerned about their own career growth and development, and many are raising the question, "Where can I go from here?" In addition, the personal issues of midlife become interwoven with those raised about one's career. Major themes identified in the adult development literature include questioning the worth and value of one's life work, the need to leave a legacy for future generations, and coming to grips with the fact that death is just as real as life.

To investigate further the work and lives of senior faculty, an exploratory study was conducted with all of the senior faculty in the humanities at Virginia Commonwealth University. In-depth interviews were conducted which focused on their perceptions of how their careers as faculty members had developed, their present positions, and future aspirations and needs. Major themes emerged as follows: monotony, lack of advancement, lack of conviction, lack of community, changing mission, lack of leadership, and a stultifying reward structure.

Simultaneously, a review of present faculty development efforts from a national perspective was undertaken. These were categorized according to program type and placed on a continuum, ranging from short-term skills development to temporary moves out of teaching, to mid-career shifts, to early retirement. Various examples of programs from across the country at each stage in the continuum are briefly described.

A number of implications for expanding and redefining faculty development programs for senior faculty are suggested from the joint exploration of both research and practice. The research suggests that senior faculty have strong needs for recognition, growth, community, and efficacy; these needs are not often addressed by traditional faculty development programs. What is needed is an institutional climate, nurtured and reinforced by top academic administrators, that is both liberating and challenging for senior faculty.

NURTURING THE PROFESSORIATE: A HUMANISTIC APPROACH TO FACULTY DEVELOPMENT AND RENEWAL

Stanley J. Kajs

Higher education is facing a crisis today. The October 23, 1985, issue of The Chronicle of Higher Education published a summary of a survey which states that 40 percent of faculty said that they may leave academe within five years because of job insecurity, falling compensation, poor working conditions, and declining student quality. Among these faculty are the disenfranchised, young, highly-qualified Ph.D.'s who have been denied tenure or who have been designated to indefinite part-time temporary status. The treatment that they face resembles the abuse Lewis Carroll's Alice experiences in Wonderland and Through the Looking Glass. Alice suffers ridicule, threats, rejection, and neglect at the hands of the Mad Hatter, the Queen of Hearts, and others. In academia, the young Ph.D. is made to feel inferior, insignificant, and unwanted by fellow faculty and administrators. Finally realizing that inhabitants of academe are petty and self-serving, he will leave the profession. Departing with him are other, older professors who have endured an intolerable workplace long enough.

A way to halt this exodus and to rejuvenate the professoriate is to implement a humanistic approach to faculty development and renewal.

This approach encourages faculty to communicate and share their experiences and to renew the human spirit of inquiry and service. This approach requires the administrator to listen to professors, communicate regularly, help them tailor development programs, and share ownership of the department.

This humanistic approach is one we have subscribed to in the General Education Department at the Dallas/DeVRY Institute of Technology. Within this approach dean and professor meet formally and informally frequently to discuss individual faculty development and renewal plans and to monitor performance.

The use of this approach has increased the level and quality of professional activity. Faculty have discussed and implemented a variety of instructional methods. Some have enhanced their learning by delivering papers at professional conferences or have broadened their perspective by becoming actively involved in professional societies. Faculty share their discoveries and insights to help create a community spirit. Morale is high and the prospect of the administration's retaining faculty is great.

We are also concerned with preventing faculty fatigue and burnout. Toward this goal we encourage faculty to teach new courses, vary their schedules, and opt for preferred class groups. We request faculty to provide us with course and scheduling preferences. To alleviate some of the menial work faculty face, we provide grading and tutorial support and testing and exam make-up services, access to IBM PC's, copiers, typing services, and audio/visual supplies.

We also promote faculty development and renewal by introducing professors to disciplines outside their own. Last year faculty attended in-house seminars in basic electronics, workshops in the use of computers and audio/visual materials, and symposia on In Search of Excellence, contemporary Dallas architecture, and cultural linguistics.

Faculty surveys and feedback sessions have verified that professors approve of our approach to development and renewal. They enjoy their work and will likely continue to pursue it with enthusiasm and dedication.

AWARDS FOR EXCELLENCE: A VEHICLE FOR FACULTY DEVELOPMENT

Harry S. Carter
Charlene R. Black

Recognizing that a knowledgeable and highly motivated faculty is a necessary condition for the success of any program designed to improve instruction, in 1985 Georgia Southern College strengthened its commitment to faculty development by establishing an ongoing program for faculty recognition. Addressing the multi-faceted dimensions of the faculty role, four Awards for Excellence were created: two were designated for Excellence in Contributions to Instruction, the other two recognized Excellence in Research/Creative Scholarly Activity.

The purposes of this program are to: 1) recognize and reward faculty for exceptional achievements in contributions to instruction and research/creative scholarly activity and 2) create a vehicle for faculty to enrich their knowledge and enhance their skills in the areas of instruction and research. Presentation of a plaque and a cash award at the June commencement exercises achieved the first purpose. A series of faculty development seminars in which recipients of these awards shared their experience and knowledge in the areas of research/ creative scholarly activity and/or instruction with their colleagues fulfilled the second purpose. Revitalization and a renewed commitment to excellence on the part of recipients and faculty participants were latent functions of this program.

This presentation described the expressed faculty needs to which these awards responded. A second issue addressed in the presentation was the process by which two faculty committees, the Faculty Development and Welfare Committee and the Faculty Research Committee, developed criteria and the procedures for selection of the recipients, thereby establishing faculty ownership of and commitment to the awards and the faculty development seminars.

Thirdly, the presentation described the vehicle for faculty development--the series of seminars presented by the recipients. The format, schedule, and contents were discussed in detail. An analysis of data gathered from presenters and faculty participants provides the basics for evaluation of the seminars' impact on instruction.

In conclusion, the presentation assessed the effectiveness of the Awards for Excellence as a model for professional and personal renewal for the faculty and suggest modifications to increase the program's usefulness.

IT'S HARD TO BE A BUDDHA WHEN YOU WORK IN ACADEME

Susan L. Hollis

In every period of recorded history there have been individuals whose search for Truth has been empowered by a tremendously expansive internal force. From all areas of life, especially from the arts and from the biological, physical, and social sciences, these individuals have burst through a common bondage, composed of self-limitation and separation, and focused on material and physical well-being, inherited and often delusive beliefs, and a variety of real or perceived barriers. It seems that for centuries the number of these individuals was few, yet the impact of their search--for self-knowledge and knowledge of Universal laws--directed the development of civilization far more than have the "conquerors of wars or giants of commerce" (Hanson, 1974).

In today's "information age," however, one has only to search the literature in any academic field to find, often hidden in parable or allegory, evidence that what was once believed to be the destiny of only a few great souls, is now the province of many. The mystical power of human's collective search for Truth has now become a synergetic power, prophesying the evolution of the inner self, the soul aspect, beyond the known evolution of the physical and mental self. Millions of men and women have touched a new realm of consciousness described in Eastern thought as enlightenment or awakening, and in Western psychology as self-actualization.

By examining Maslow's need-motivation theory, this paper discusses the role of the university as an institution devoted to "seeking the Truth." Difficulties arising from administrative theory, founded in business ethics, where men seek to use men for profit-making, and the perceived ethics of a university where self-governance, service to humanity, and search for Truth as ideals are suggested. The paper ends by discussing the symbiotic relationship between the university and its faculty and suggests that personal and professional renewal comes from the soul aspect which looks outward, unites, and supports, rather than focusing on separate and self-centered concerns.

LEARNING TO LIVE WITH THE GHOSTS IN THE HALLS

Jim W. Corder

The October 23, 1985, issue of The Chronicle of Higher Education, dramatizes a problem in our profession. On page 43, in a display advertisement, there appeared the announcement and call for papers for a National Conference on Professional and Personal Renewal for Faculty. A central front-page article, under the tagline "Deeply Troubled Profession," carried the headline, "Nearly 40 Pct. of Faculty Members Said to Consider Leaving Academe." This presentation discussed a way of thinking our way into this problem, ending with a hope, not a solution. Our relative sophistication in our place in the late twentieth century notwithstanding, we are still disturbed by ghosts--they represent what we think of as a 1914/1924/1934/but not 1985 model of the profession and professional scholarship.

Briefly described, those others (in our often nostalgic view) were wise masters who knew everything, did everything right, and tended to produce definitive works of scholarship, commencing with thorough reviews of all existing scholarship and proceeding through authoritative studies. We often recognize that we are not they. The copiousness of print makes it seem impossible for us to be masters of even our small versions of knowledge, and the pressure to publish suggests, at any rate, that we ought to hurry. On given dreary afternoons, then, we look up, see the ghosts, and know that we are not they. But they were not the they we thought they were, either.

Our own work shows that their work was not definitive. We work in different ways now: our papers do not include reviews of the scholarship; we plunge on into what we ourselves have to offer. Sometimes that makes us lonesome; we do not find each other in reviews of scholarship and so are not always present to help each other. But there need be no final sadness in what we do and are. We are in progress: we are not finished authorities; we are making knowledge as we go, sharing it when we can, recognizing that it is not finished and never will be. Things don't stay fixed. One hope for the profession, I think, lies in ridding ourselves of "models," of presumably authoritative "right" visions, and in rejoicing in what we can learn to be, provisional self-makers.

USING AN EMPLOYEE ASSISTANCE PROGRAM (EAP) TO AID TROUBLED FACULTY

Elizabeth Hosokawa

The University of Missouri-Columbia Employee Assistance Program (EAP) provides a model for the adaptation of the traditional EAP approach to fit this unique characteristics of the University community. In this model the EAP serves as an advocate for both individual and institutional improvement. The UMC model represents a systems approach which provides access to a continuium of services ranging from assessment and treatment of alcoholism to the early intervention and individual self-renewal. These services are available through referal to a variety of programs both on campus and in the community. The EAP functions as a broker linking service providers with clients in need of assistance.

REKINDLING THE FIRES: A BEHAVIORAL MANAGEMENT SYSTEM TO MAXIMIZE POTENTIAL AND TO ENHANCE PERSONAL AND PROFESSIONAL PERFORMANCE

Stephen Konowalow

Rekindling The Fires is a seminar which introduces three integrative behavioral theories: "Rekindling", "Maximizing Potential", and "Stress Break." The seminar, theories, and books/workbooks were created by Dr. Stephen Konowalow, an applied sociologist who specializes in developing programs and materials to enhance human and organizational behavior.

The Rekindling seminar is conducted in group sessions consisting of twenty-four participants and can run from twenty-four to forty-eight hours depending upon outcomes desired.

The Rekindling theories recognize that personal and professional growth is important to most individuals. It sees most individuals as endowed with untapped reserves for creativity, growth, self-actualization, and active social, personal and professional enhancement, and offers participants strategies to release these reserves so they can live their lives to their fullest potential. As a result of participating in Rekindling The Fires seminar, participants will have an opportunity to renew their energy, personal strength, and to experience new ambition.

The major premise of the Rekindling The Fires seminar is that most individuals, and especially professionals, take pride in their work. Any event or activity--at home or at work--which short-circuits an individual's work pace becomes frustrating and a "distressor." Thus, the primary emphasis of this program is to help individuals, and particularly professionals, move ahead even faster. Through each of the program phases, participants will learn specific methods, ways, techniques, and skills to:

1. enable one to keep energy level high throughout the day;
2. improve one's concentration, stop procrastination, and ineffective daydreaming;
3. enhance decision making ability--regardless of the pressure;
4. understand how to maintain one's composure--even though others are losing theirs;
5. learn how to make fewer mistakes, accept those one makes, and immediately bounce back to new challenges; and
6. enable one to relax and renew oneself quickly and easily--in work and in home situations.

Furthermore, this program saves participants time from having to piece together information from hundreds of different sources, and leaves nothing to guesswork.

The Rekindling The Fires seminar is not overly complex. Instead, the seminar is highly structured, easy to follow, clear and concise, and educationally oriented. All the way through, participants know exactly what to do and have the ability to accomplish each task. Most importantly, the learning of this behavioral management system does not require participants to change any of their goals or even their lifestyle. In fact, the participation in the Rekindling The Fires seminar will in all probability enhance these.

Participants, after learning how to apply, personalize, and internalize the Rekindling The Fires behavioral management theories, will be surprised at the changes that take place at home and/or work. They will notice a new sense of energy, vitality, and purpose. They will sense a difference in the way people react to them and they to them. Most importantly, they will experience the excitement of being more in control of their life and their work.

As a result of participating in the Rekindling The Fires seminar, participants can hope to gain personally and professionally since the program offers systematic learning opportunities and practice in such basic life skills as decision-making, stress management, effective communication, and thought reprogramming. In this seminar, learning opportunities provide participants with avenues to develop a better understanding of themselves and others. In addition, participants will grow in self-awareness, self-sufficiency, and self-reliance. Through this program participants will experience self-actualization and will find new value in their own totality of being, will be able to take pride in their own creative expression, and will be able to rejoice in their own personal and emotional experiences as well as in their own intellectual accomplishments.

Finally, as a result of participating in the Rekindling The Fires seminar, participants will have an opportunity to develop an array of control methods and strategies to cope with stress, will be more able to break the habit of self-limiting thinking, and will be more able to experience new success, enhanced potential, and improved health at work, home, and in leisure time activities.

INDIVIDUALIZING YOUR FACULTY DEVELOPMENT PROGRAM

Marion A. Dougan

This ninety-minute session was presented in two parts. In the first part, we reviewed the theory of adult development and its research literature which considered the theories as they related to faculty development/renewal. The second part of the session was experiential in nature. During this time, participants utilized the material from the first presentation to "solve" faculty development/renewal situations in their own institutions.

Part I - Theory/Research

Five objectives were developed for Part I. They were:

1. Participation in a review of the theories and literature relating to adult growth and development.
2. Noting the relationship of this information to faculty in higher education.
3. Identification of experiential and developmental patterns existing among faculty.
4. Review of needs assessment instruments for use in planning faculty development programs.
5. Identification of the need for individualization of faculty development programs based on individual needs assessment of faculty.

Adult Development

Adult development was considered as it related to career progression and development. The writings of Levinson were used as the initial research to which following writers related their works. The writings of Cytrynbaum et al. (1982), Baldwin and Blackburn (1981), and Baldwin (1979) were reviewed and discussed. These authors indicate the need for a humanistic approach to faculty. With an aging professoriate, who are less mobile and probably tenured, in order to maintain institutional vitality the faculty must be seen as people--as individuals who are experiencing personal stages of growth and development. As one adopts this point of view, the advisibility of review and possible revision of policies and procedures related to faculty movement within the institution needs to be considered. The focus of this review could be based on three criteria:

The humanistic approach (the whole person)
Adult development theory
Career progression development.

We moved then to a review of the literature related to faculty development. The writings of Menges (1985), Baldwin (1984), Braskamp et a (1984), Simpson and Jackson (1984), Mathis (1982) and Hodgkinson (1974) were discussed. Developmental/ renewal is looked at as growth/rejuvenation, revitalization, new beginning. To address needs which arise in meeting these conceptual concerns, the authors again stress the imperativeness of seeing faculty in a humanistic sense and assisting them to address key concerns which they are facing. This can be done by having key administrative persons support and back up the support with money for use in the faculty development program. Such dollars can then be used to meet the needs identified from needs assessment in order to promote a vigorous intellectual climate and high quality education.

The needs assessment should be developed to cover the various stages of development among the faculty in the areas of personal and professional needs. Needs assessment would then be based on the humanistic approach and the theories of adult and career development. Vitality Without Mobility was discussed along with other assessment sources. Discussion focused around ways one could develop his/her own inventory.

Part II - Experiential

Group members were asked to select one of the following five ideas. The reason for the selection was to be the participant's perceived relevance to faculty development concerns at the home institution. Each group then worked with the idea and reported their thoughts to the total group. The ideas were:

1. Develop a set of attainable objectives for an individualized faculty development program using a one year goal.
2. Identify institutional policies/procedures which could be reviewed for modification in order to implement an individualized faculty development program.
3. Indicate ways/instruments for determining faculty development needs assessment.
4. Tell how one would handle the development of an individualized growth contract for use in the renewal process.
5. Describe a procedure for convincing the Dean/President that an individualized faculty development program is the way to achieve meaningful faculty renewal and institutional vitality.

Summary

Review of the literature/research indicates a need to offer faculty opportunity to meet their own developmental adult and career needs in order to increase their effectiveness as faculty members. The promotion of faculty responsibility to identify and meet individual needs enhances one's sense of self-esteem and a sense of control in their environs are able to contribute productively to their own lives, the lives of others, and the institutions they have elected to serve.

FACULTY RENEWAL THROUGH MANAGEMENT RENEWAL

John C. Graham

Albert Einstein once observed that "perfection of means and a confusion of goals seems to be common to our age." A review of Academia's reaction(s) to the current public concern for accountability in higher education does little to controvert the hypothesis. In particular, a recent article in The Chronicle of Higher Education reveals a plethora of activities gleaned, apparently, from the archives of the business world.

If human beings are to strive toward the limits of their potential, whatever those limits are or will become, then we must abandon Descartes' "Dualism" and his "plane," at least to the extent that they influence our perceptions of human beings and their relationships to their social systems. Management efforts to "humanize" the "work-place" are evidence of the first faltering recognition of the neurological and becoming character of human beings and, the necessary wholistic "needs" of their brain-mind should be a "coherent-frame-of-reference," not a limited series of linear responses.

The Science-Practice-Teaching Model also provides a context for clarifying means, goals, and the reasonable relationships between the two. Its major elements are three independently-functioning units connected by transforms into a single functional unit. The transform that spans an "understanding" gap between science and teaching is the academic program. The transform that spans an application gap between teaching and practice is the brain-mind of the graduate.

The professor-scientist exists in a natural dichotomy; on the one hand employing an axiomatic system in search of scientific-fact and on the other passing the "facts" on to those in or about to enter the world of practice. Few realize that moving from one hand to the other is analogous to, perhaps the mental equivalent of, translating one language into another.

In the world of practice where the aim is attaining some personal or organization goal, the manager must act "now!" as if in possession of absolute truth. The work of Walker-Guest and Minzberg suggests that a "coherent-neural-organization" (wholistic-operational-frame-of-reference) provides the best chance of success.

In the world of teaching the academic program is the context for determining classroom content and process which, not incidently, derive their meaning from their place in and their contribution to the program, not from experimental inquiry which was their womb. The "S" element indicates how the student's past, present, and future exist simultaneously in the brain-mind. The function of teaching is to construct a coherent neural network, representative of the yet to be experienced world-of-practice, in the naive, maturing student brain-mind.

The S-P-T Model must be developed and given operational status before there can be criteria for faculty renewal. Of course, the process of developing an institution's S-P-T Model can, in itself, be a faculty renewing experience. In other words, the S-P-T continuum is the goal, teaching is the means; the total process "is" faculty renewal.

STRESS MANAGEMENT FOR COLLEGE AND UNIVERSITY FACULTY

James F. Calhoun

This session focused on the unique stresses experienced by professionals in college and university settings. Calhoun, who serves as Director of The University of Georgia Psychology Clinic, outlined the causes of stress and discussed effective techniques and programs for stress management within the context of faculty development. Relevant programs were described, such as employee assistance programs, conferences for personal and professional renewal, individual stress management programs, and institutional programs.

PROMOTING FACULTY WELLNESS

Harry P. DuVal

Over the past twenty years, industry has been realizing the benefits of promoting health and fitness for their employees. These endeavors have taken many forms from referral to outside health facilities, billboards and posters, payroll stuffers and newsletters to multimillion dollar in-house wellness programs with expensive testing and fitness facilities. The research data has been accumulating to support such programs and insure their cost effectiveness.

Research has shown a decrease in problems when an effective health promotion program is initiated. The term health promotion will be defined as the process of fostering awareness, influencing attitudes and identifying alternatives so that individuals can make informed choices and change their behavior in order to achieve an optimum level of physical and mental health and improve their physical and social environment.

As an educator and director of a university-based fitness facility, part of my job is to train students for health promotion jobs in business and industry. I routinely consult with industry and explain the various benefits of wellness programs and why it is ill-advised not to have such a program for their employees. At the same time I look around at the various institutions of higher learning and realize they do not even offer such programs for their faculty and staff. Business realizes that employees are their greatest asset and that keeping them healthy and productive should be one of their major concerns. Of course, faculty and staff are the university's employees. It is difficult to believe that the employees of a college or university are any different than those of business and industry. Therefore, the same benefits realized by industry will be realized by a college or university, namely:

*Reduced health care cost
*Reduced absenteeism
*Reduced turnover
*Increased productivity
*Increased fitness
*Increased morale due to the demonstrated institutional interest in employees' health and well-being

The basic goal of a health promotion (wellness) program is for the faculty and staff to achieve their potential in physical, mental and social well-being by influencing positive health behaviors.

There are a number of things which can be done in health promotion which do not involve large outlays of funds and resources. These include the following:

*Identify individual risk factors with an assessment tool.
*Educate the individual about risk factor-disease relationship.
*Convince the individual that the risk factor can be reduced.
*Motivate the individual to take action to reduce the risk.
*Establish personal commitment to reduce the risk.
*Offer program options for risk reduction.
*Supply follow-up activities and programs to support change.

As one progresses down this list, the cost in time and money for health promotion becomes greater. The first four items can be accomplished fairly easily and cheaply.

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FACULTY DEVELOPMENT: A COLLABORATIVE APPROACH

Leah S. Harvey
Miriam Meyers

Metropolitan State University is an innovative institution founded in 1971 to meet the needs of adult students in the Minneapolis/St. Paul metropolitan area. The university's policies and procedures are premised on a unique educational philosophy. Among the basic tenets of that philosophy are the beliefs that adults should have authority and responsibility for their own education; that education should be judged by learning outcomes rather than by input; and that faculty with practical experience in addition to academic training are better instructors of adult students who come with extensive practical knowledge, than are faculty with only academic expertise. As a result, the university uses community faculty, faculty with professions outside of academia, to teach 85 percent of the university's courses. In addition to the community faculty, a small core of resident faculty carries out more traditional faculty responsibilities in addition to recruiting, supervising, and evaluating the community faculty. This approach presents unique challenges for faculty renewal, both because of the difficulty of dealing with large numbers of faculty who are not on a campus and because of the varied responsibilities of the resident faculty.

The approach used to meet this challenge is based on the same premise as the educational philosophy for students--adults should have authority and responsibility for planning their own professional development. Indeed, like our students, our faculty are adults interested in attaining individual educational objectives. Thus, each faculty member writes a professional development plan for one to five years. The academic dean reviews faculty plans, providing advice and comments, but the final plan is written by and belongs to the faculty. In their plans faculty address five criteria: Teaching and Other Current Assignments, Scholarly or Creative Achievement, Continuing Study and Research, Student Growth and Development, and Community Service. In our experience over the past six years, we have found that this approach to professional development has been successful; faculty are actively contributing in each of the five areas.

An important outcome of faculty development is an increased interest in and concern for what happens in the classroom. This is especially important since most courses are taught by community faculty. Thus, as a part of their own renewal and development, resident faculty have taken an active role in encouraging the renewal of their colleagues while at the same time improving classroom instruction. This has been done primarily through a "teaching seminar" format. These seminars have three characteristics: there are four to six structured meetings, eight to ten faculty participate in each seminar, and the seminars are outcome oriented. The outcomes, framework, and reasons for the seminars vary. They may be structured around a particular discipline (humanities), focus on a particular learning strategy (independent studies), explore approaches to instruction (integrating computers or writing into the curriculum, setting up linkages with other institutions), emphasize a learning outcome (critical thinking) or be designed to set up a new curriculum (Labor Studies, Arts Administration). At Metropolitan State University we have developed teaching seminars in all of these areas. These seminars are facilitated by faculty members; both resident and community faculty participate.

Although the seminars result in specific products (revised syllabi, new courses) the opportunity to think about teaching and instructional style has a positive impact on all the instruction done by the participants. Furthermore, the seminars offer Metropolitan University community and resident faculty a unique opportunity for academic discussion. Because the university does not have a central campus and because most of the faculty work full time outside the university, such opportunities are limited. The seminars have been successful in large part because they are cooperative efforts between faculty members started at the instigation of faculty.

Faculty participate in other collaborative efforts. For example, resident faculty coordinate and conduct all routine community faculty training. This includes workshops in instruction, evaluation, and various other areas of interest. Resident and community faculty also work together on research projects using the computing, research, statistical and writing expertise of each other. Frequently, faculty members work together in making presentations and presenting papers for publication. We believe that these collaborative efforts result in better development, better papers, better research, and, most importantly, better teaching in the classroom. We have also found that collaboration mitigates much of the competition often seen between and among faculty members. This is especially important at Metropolitan University, where the resident faculty is very small and their ability to work together toward a common goal is very important.

TEACHING CRITICAL THINKING: A FACULTY DEVELOPMENT PROJECT

Gregory Waters
John Barell

For the past several years, Montclair State College has sponsored a faculty development project that has helped instructors improve their teaching techniques through the analysis of videotaped class sessions. Working with trained observers, faculty have sought to improve the teaching of critical thinking skills by studying their performance on videotape and exploring the nature of higher level thinking in college classes.

Like many colleges, Montclair State College is faced with high tenure ratios, difficult financial problems and declining faculty mobility. As a result of these pressures, many faculty members over the years assumed defensive postures within their disciplines, defining their contributions to the campus community in a narrow, sometimes even parochial way. Continued budgetary restrictions and increased competition among departments threatened to destroy the creativity and intellectual rigor that define the best in higher education. In recognition of the seriousness of these problems, the College began a program of faculty development, to provide faculty with new areas for personal renewal while ensuring the continued improvement of the instructional program.

The primary purpose of this session was to share with conference participants the most successful aspects of this program, to discuss the way the program got started and what has been learned thus far. The presenters discussed:

a. The use of videotaped classroom sessions where faculty members exemplify typical strategies for challenging students to think in more complex fashions.

b. Ways in which these videotapes are analyzed by objective observers trained in clinical observation and supervision and discussed by participating faculty.

c. How interviews with participating faculty can be used to train other instructors by pursuing the followng questions: What is effective teaching in your discipline? Why are you an effective teacher? What is thinking in your discipline? How do you challenge students to think? What can the college do to foster more reflective, critical thinking in students?

This session presented the rationale for identifying the ways in which faculty in disparate disciplines challenge students to think. It then offered excerpts from the videotapes and edited transcripts for participants to comment upon. The intention was to initiate inquiry into the nature of complex thinking in higher education, the differences in thinking within the several disciplines, and the strategies that are appropriate for faculty to use in various classroom contexts.

REVITALIZING SENIOR ACADEMICS: SOME MODEST PROPOSALS

Howard B. Altman

Revitalization of senior faculty is viewed as one of the most important issues facing academic administrators and faculty developers. It is comparatively rare that senior faculty leave the institution to accept positions at high levels of effectiveness whatever duties they need to undertake, as teachers, scholars, and givers of service.

Stress and burnout are phenomena which are of special significance to senior academics and which, in the absence of countermeasures, can result in null performance or at least greatly diminished performance of faculty. D. Crase (1980) has identified a number of stress-producing elements for faculty, many of which have special importance for senior faculty. These elements include decreased mobility and job opportunities, mandated student and/or peer evaluation, inadequate salary and salary increases, and eroding confidence in campus administrators' ability to effect change.

Unrelenting stress is one of three major causes of faculty burnout. Disillusionment and boredom are likewise causes of burnout. Burnout takes numerous forms in faculty: physical and/or emotional exhaustion, the sense that one's work has lost its significance, the sense that one has lost control of one's environment, the feeling of being locked into a job routine, high stress and frustration, dysfunctional behavior, low self-esteem and low morale, depression. Senior faculty who exhibit any of these characteristics for more than a very short period need help, and institutions have a responsibility to attempt to provide this help, to the extent feasible.

Some of the options for providing this help--i.e., for revitalizing senior academics--include:

1. Networking--Bringing together senior faculty with common interests and/or needs
2. Direction of a Project--Putting a senior faculty member in charge of a project of interest
3. Mentoring of Junior Faculty--Allowing senior faculty to their share wealth of expertise and experience with younger colleagues
4. Service as a "Teaching Consultant"--Building upon the expertise in the classroom of senior faculty by having them work with colleagues on problems in teaching
5. Service as a "Research Consultant"--Providing seminars for colleagues on research techniques, publication strategies
6. "Intra-University Visiting Professorship"--Guest lecture outside of one's own department
7. "Retraining for a New Academic Area or for Administration"--Providing the opportunity to learn new skills and content
8. Faculty Development Sabbatical--Use of the "research sabbatical" for curriculum development, professional growth
9. Faculty Exchange--Opportunity to teach or do research at another institution for up to a year
10. Temporary Outplacement into Business and Industry--Opportunity to explore non-academic work
11. Early Buy-Out or Early Retirement--Opportunity to sever one's connection with the institution where this is mutually desirable

All of these options need to involve (a) ceremonies and honors for the participant, where possible, and (b) the provision of support and support groups to make the transitions easier.

"On the other side of the conflict [in the educational world] are the men and women who have never lost their sense of wonder, who have never been able to put out of their minds the biblical saying that we are "ever seeking and never able to come to the knowledge of truth." Such people are never quite confident that what is, is right. In a long life of seeking, they will never feel sure that they have found the answer, never feel sure that they communicated a truth, never sure that they have played the teacher's role as they would wish to play it. For them the seeking and communication of knowledge is not a dead habit, but a necessity of the spirit. In committing themselves to the life of investigating and teaching, they are obeying the deepest laws of their nature. Such a man need not be a great original scholar or artist or scientist. He may be a modest teacher in a modest school. Most experts on creativity agree that men who are not themselves producers of great ideas or great literature may nevertheless exhibit a measure of creativity in their understanding of such great achievements, and may be highly creative in teaching. It does not require genius. It requires a mind that has not lost its spring, its curiosity, its capacity to care."

John Gardner
Self-Renewal